THE TIMES
Higher Education
SUPPLEMENT

Intensive degrees are best, Mr Fowler says

by David Walker

A strong vote of confidence in the intensive British degree system which produced people with "logical and adaptive minds" as the best preparation for careers in industry and commerce was given this week by Mr Fowler, Minister of State for Higher Education.

Mr Fowler told a meeting of the Standing Conference of Employers of Graduates in London that industry wanted people with flexible minds, who would pick up specialist skills on post-experience courses. An example was the new Diploma of Higher Education with its wide spread of courses which postponed narrow specialization.

But Mr Fowler warned graduates: "They must realise that they may have to move away from the specialism which was the main topic of their degree course. And once more, one is driven to the inevitable conclusion that in recruiting those who have reached this stage of educational development employers would often do well to look for the man with the well-trained, logical and adaptive mind rather than for a particular subject specialist."

His point was taken up by Mr Steven Bragg, vice-chancellor of Brunel University, who said it was significant that increasingly employers were advertising for graduates without specifying which subject their degree was in. Employers converted them for their own use by on-the-job and specialist training.

Mr Fowler argued that specialization began too early in the schools. It was imperative to encourage a much higher proportion of secondary school pupils going to further and higher education to maintain until late in their school life a broad band of disciplines.

The gist of Mr Fowler's address was a refutation of the idea of precise manpower planning. Most industrial firms could not produce accurate manpower forecasts even two years ahead because of the pace of technological change, he said.

"It is impossible to predict the interplay of social and economic factors which operate on supply and demand with enough accuracy to provide a reliable guide to educational planning, even if we look only to the narrow field of highly qualified manpower, or to the narrower field of graduates and postgraduates. Even were such predictions possible, it is unlikely that the education system could respond to them rapidly enough", he said.

Mr Fowler also spoke on the future of scientific and technological education, urging employers to take a bigger role in both higher education and the schools. They had to refurbish the "image" that industry had. More could be done to involve students uncommitted to a particular career in vacation work through which they might learn that engineering, say, could be a profitable and stimulating career.

Veterinary schools need 'more staff and pay to meet duties'

More veterinary teachers must be employed with immediately improved salaries if new duties expected of the veterinary schools are to be realised, according to the British Veterinary Association.

In its interim observations on the Swann report on the veterinary profession (*THES*, August 1, 1975), the BVA lists the additional work that the committee expected of veterinary teaching staff.

"Many of these categories are already accepted duties, willingly by veterinary teachers but there must be some appreciation of what is a tolerable load. Certainly if most of the teaching concepts are explored there will be little time for personal or, alone an expansion of, research."

On research, the BVA endorses the Swann recommendations which would lead to more funds for research in the University Grants Committee would finance pilot projects which on showing promise would be taken over by Agricultural Research Council support."

It adds that the coordination of veterinary research into small animals and horses in the stations of the Animal Health Trust, in the veterinary schools and elsewhere should be brought within the ambit of one of the research councils, as suggested in the Swann report.

The BVA notes that the ratio of applications for veterinary places to places available is now nearly 5:1. Emphasizing that some form of selection is essential, it says: "We believe the time has come to review the subjects and grades required for entry to the veterinary schools."

The BVA accepts the Swann recommendation that manpower requirements should be reviewed every five years, and agree that the level of intake into the schools should be kept at 335 for the next five years.

On the suggestion that the UGC should spend £250,000 to buy teaching practises for the school the BVA says: "There are other ways of achieving the same ends provided there is reasonable financial support. Each school will have its own solution, depending on its situation and its sources of material."

History neglect 'threatens economics'

The intellectual quality of economics will deteriorate if doctoral training continues to neglect the history of the subject, a leading economist has claimed.

[illegible] work without as much padding, and journal editors might then become more discriminating in their standards of what is acceptable.

[illegible] responsibility for [illegible] to the editors of the [illegible] journals. There is, however, the possibility that authors will have [illegible] mechanical repro[illegible] quantities of [illegible] manuscripts and [illegible] print-outs and of circulation [illegible] papers.

[illegible] alternative would be a central storage of copies of papers at [illegible] of the author, who in [illegible] might be required to [illegible] a fee to cover the cost of [illegible] storage and cataloguing [illegible] material."

[illegible] publishers become [illegible] to publish books, libraries [illegible] less to store; authors [illegible] second to tackle for journal [illegible] one of the main points of [illegible]

Libraries: Academics as a Profession: its [illegible] organization and [illegible] knowledge by Johnson. Mansell.

In Parliament

Mr Mulley, Secretary for Education, told the House of Commons on Tuesday that he would like to see more workers' children going to university.

However, he rejected suggestions that the universities provided exclusive and privileged education and reiterated his faith in the priorities for education spending set out in the White Paper on public expenditure.

Mr Mulley was replying to questions from Mr Robert Kilroy-Silk, (Ormskirk, Lab), a former lecturer, who claimed a disproportionate share of scarce resources were going to universities. He added that resources should be shifted away from universities to primary education to end "the blight of outdated Victorian primary schools".

Mr Mulley disagreed. "It was right to give priority to the statutory school age of five to 16 and then to the 16-to-19-year-olds. The universities are suffering a greater loss of expectations than others. I do not take the view that university and further education is exclusively privileged education."

Mr James Scott-Hopkins (West Derbyshire, C) pointed out that in Derbyshire there was Victorian primary schools needing urgent renovation and funds had been cut to such an extent that hardly any progress could be made in putting children between five and 12 in schools of modern standards. Mr Mulley replied that it was a little hard in present economic circumstances to be asked to put right this year all the shortcomings of the past 75.

Mr Bruce Grocott (Lichfield and Tamworth, Lab) considered that finance and democratic control of universities should be brought into line with all other institutions of higher education, such as polytechnics. It was time they ended the distinctions and introduced a proper universal comprehensive system of higher education as they were already rightly doing for the 11-plus.

Mr Mulley pointed out that if they were to have a comprehensive system in the sense of everyone who wanted to go regardless of ability and aptitude could go, it would cost a great deal more and its would be in further trouble with Mr Kilroy-Silk on that account.

Mr David Lane (Cambridge, C) asked if it was Government policy that there should be equality of treatment between the universities and the polytechnics. Mr Mulley said it was right that where degree courses were given in either universities or polytechnics the standard of provision should be roughly equivalent.

Mr Fowler, Minister overseeing higher education, indicated in the Commons that it was hoped a full reply would be published soon on the Expenditure Committee report on postgraduate education. He was replying to Mr Neil Marten (Banbury, C) who complained bitterly about prolonged delay in replying to the committee's recommendations made two and a half years ago.

Mr Fowler agreed that an excellent report which raised all the right questions even if it did not always provide the right answers. It had been necessary to consult many bodies including the Vice-Chancellors' Committee and the Sciences Research Council. The Department of Education and Science would be ready to give a final reply shortly.

ICL unveils new computer tailored to education needs

by John Ross

International Computers Limited has launched publicly its new educational system, which was developed in collaboration with North Staffordshire Polytechnic.

The system, based on the 2903 computer, has now been ordered by three other educational establishments, Nene College, Northampton, Falkirk College of Technology and the Kent Educational Computer Centre at Medway and Maidstone College of Technology. The four orders are worth £150,000. All have now been installed and are working.

The educational system is a package based on the 2903 business computer and including an operator video console, a 7502 modular terminal processor with either eight or 16-terminal capacity, a fixed and exchangeable disc store drive, card reader and a line printer. The computer has a basic capacity of 20,000 words of store and additional store modules are available.

Costing £32,000 for eight-terminal capacity and £38,000 for 16-terminal capacity, the idea is to provide colleges and higher education[illegible] with low cost [illegible] computing at about the [illegible] minicomputer.

ICL [illegible] plan to make [illegible] ease of operation with a wide [illegible] of software and proven [illegible] administrative as well as [illegible] tional areas. It hopes, in [illegible] unite over the next five [illegible]

Mr John Harris, [illegible] ICL's education region[illegible] ICL's activities dealing [illegible] university educational [illegible] sees three main markets [illegible] new system: colleges, [illegible] on more than one [illegible] need a link to the [illegible] and polytechnics [illegible] computer systems [illegible] their equipment at [illegible]

According to Mr [illegible] worldwide marketing [illegible] ICL, the new system [illegible] computer for [illegible] subjects right across the [illegible] including history [illegible]

With software packages [illegible] include simulation, [illegible] simulate scientific, [illegible] business situations."

Cambridge report shows boom in history research work

There were twice as many PhD history researchers at Cambridge University last year as there were in all its arts faculties in 1939, according to figures from the annual report of the board of graduate studies.

Last year Cambridge boasted nearly 50 students of archaeology, eight PhD candidates in Anglo-Saxon, 26 Oriental studies specialists, 22 classicists, four students of Slavonic languages, together with over 100 researchers in English, about 50 philosophers and students of divinity.

Altogether there were 879 research students in arts subjects, a fraction of the 2,200 admitted and in residence at Cambridge in October last year for research of all kinds.

The social sciences are now studied by many at postgraduate level. There is, of course, no [illegible] with before the Second W[illegible] Last year there were 19 [illegible] research students, 27 [illegible] pologists, 36 geographi[illegible] criminologists.

The big numbers still [illegible] the sciences: 137 chemi[illegible] fields, including chemical [illegible] ing, over 180 engineers [illegible] mental psychologists [illegible] metallurgists.

Of Cambridge's 752 resea[illegible] dents admitted last year, [illegible] were undergraduates at [illegible] sity, with most others com[illegible] Americans and Oxford Uni[illegible] Many came from abroad [illegible] from Australia, Canada, the States, Japan and India.

Apart from the specific [illegible] graduate colleges, most of t[illegible] dents were accommo[illegible] Churchill, Trinity, King's, John's.

Cuts 'may help part-time degrees'

Cuts in public spending could have a beneficial effect on the popularity of part-time degrees, the Polytechnic of the South Bank has predicted. It is expecting a sound demand for places on its part-time BSc degree course in environmental engineering this autumn.

The part-time day and evening course was launched for the first time last October. It was carefully structured to meet the special demands of mature students who attend the polytechnic's faculty of environmental science and technology on one day and two evenings each week.

Now the polytechnic says: "The degree was motivated by the need of senior technicians to obtain professional status rather than for reasons of economy. But in the days ahead of tight budgeting the part-time degree becomes even more viable."

The four-year course aims to equip an engineer to take a responsible part in a building design team, collaborating fully with the architectural, structural and economic specialists. The first year of the course is used specifically to bring the students of different backgrounds to a common level and includes a revision programme.

Applicants with three years' experience in environmental engineering or a closely allied field, and a polytechnic diploma in environmental engineering, a higher national diploma in mechanical engineering or similar qualification are considered for the course. But potential students without qualifications are also admitted if they interview successfully.

Oil expert mo[illegible] to Heriot-Wa[illegible]

Professor Donald MacKay [illegible] deen University, who [illegible] study of the economi[illegible] North Sea oil exploration, [illegible] ing to Heriot-Watt Univer[illegible]

Professor MacKay has [illegible] tracts from the Scottish [illegible] the Social Sciences Research [illegible] for studies of the effect[illegible] oil boom on both the North [illegible] Scotland and the wider econ[illegible] Mackay of the departments [illegible] cal economy has become [illegible] for outspoken views on the [illegible] tion of oil revenues and [illegible] payments formula.

Heriot-Watt hope that [illegible] fessor A. E. Thomson as [illegible] in the economics depart[illegible] Professor MacKay will increase [illegible] tribution to investigating [illegible] lems of the economics of [illegible] oil.

NEXT WEE[illegible]

New universities: Essex

James Perkins profile: chair[illegible] of International Council [illegible] Educational Development

General strike reenacted at [illegible]

Lord Crowther-Hunt (part [illegible]

Bernard Crick on Gorki [illegible]

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SUPPLEMENT

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Dahrendorf proposes LSE 'think tank'

by David Walker

A new centre for research in economic and social policy to help bridge the gap between the academic world and Whitehall has been proposed by Professor Ralf Dahrendorf, director of the London School of Economics.

The proposal, contained in a 17-page document circulated to LSE staff and certain individuals in industry and politics, is one of two developments suggested in order to make social science research more available to the policy-makers.

The other is some means of better coordination between existing bodies such as Political and Economic Planning, the Centre for Studies in Social Policy, the National Institute for Economic and Social Research and Chatham House, the Royal Institute for International Affairs.

The new research centre would be established within the LSE itself, independent of existing departments and financed in part by contract funds and University Grants Committee money.

Devoting the bulk of the paper to this proposal, Professor Dahrendorf outlines the work of the centre: "It should not be concerned with the logic of Einstein's theory of relativity, the description of life among the Zunis, the mathematical possibility of the Pareto liberal, the concept of power in Max Weber, or the historical demography of the United States in the 18th century.

"Subjects like the cost of the social services under conditions of demographic decline, econometric models of growth, juvenile delinquency in an urban setting, the comparative study of entrenched Bills of Rights and their institutional implications, are more likely candidates, and of course this list is far from exhaustive. Possibly, it can be left to informed common sense to decide what in practice is meant by policy studies."

Professor Dahrendorf admits there may have been "a grain of truth" in the suspicions of those who saw a discussion paper he issued in January this year on this question as intended to enlarge and enrich the LSE".

Since January, he has drawn in his horns, jettisoning the overtly political aspects of his proposed policy centre. He originally conceived one possibility to be in a centre for the study of "the predicament"—the economic and political malaise in Britain. This was

continued on back page
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Scepticism over guidelines for DipHE-degree transfers

by David Hencke

The Council for National Academic Awards has taken the first steps towards establishing national criteria to enable students on Diploma of Higher Education courses to transfer to university and polytechnic degrees.

The move comes in a letter from Dr Edwin Kerr, chief officer, to all colleges and polytechnics and to the Committee of Vice-Chancellors and Principals. The text will be released to the CNAA DipHE group when it meets in London today.

Although hailed as a major innovation in higher education, inquiries by *The THES* this week suggest that a number of universities and polytechnics will regard transferability of students with scepticism.

The main point of the letter is that students should be admitted, wherever possible, to the third year of a degree course.

Dr Kerr says: "If the DipHE is to gain credibility and credentiality, then a positive response to the first diplomates (due to matriculate in July) seeking transfer with credit is crucial. This year the number will be small, which will provide an opportunity for institutions to experiment with admissions to the third year of degree courses".

[illegible] its view from [illegible] the diploma should be "not less intellectually demanding than the first two years of a course at degree level". It says that although institutions must safeguard their standards, diplomates' achievements which are different to conventional [illegible] undergraduates should [illegible] equally relevant for [illegible] three-year degree programmes.

That view is shared by Mr James Porter, principal of Bulmershe College of Higher Education, Reading, and Mr Tyrrell Burgess, head of the DipHE unit at the North East London Polytechnic. Both institutions pioneered DipHE courses whose students will be graduating this summer.

Mr Burgess said: "In general, we are interested only in entry to the third year of a degree course, subject to a student's own interest. We find Dr Kerr's letter very helpful indeed." Mr Porter described the letter as a major breakthrough in higher education since it was the first document to outline the concept of transferability.

The scheme is seen as the British equivalent to the link between American community college quali[illegible] fications, such as the Associate of Arts or Sciences, and university degree courses.

Reaction to the proposals has been sceptical. At Plymouth Polytechnic the first application from a DipHE student at Dunstable to join the third year of an environmental science degree course has been refused. Dr Ray Robbins, director of Plymouth Polytechnic, said it had just not been possible to admit the student because he did not have the knowledge required for the third year of the course.

He hoped this would not be the case for all degree courses but it seemed [illegible] degrees who could be admitted to environmental science would be from the proposed Avery Hill College diploma, which followed the same syllabus.

Dr Patrick Nuttgens, director of Leeds Polytechnic, said that the structure of most CNAA degrees meant it would be very difficult to admit students to the third year of a degree or to the third year of new general CNAA degrees.

Warwick University said it would treat every case on its merits but because of the structure of its degree courses was very sceptical about admitting students to the second year of a degree.

Oxford University said students with other university degrees could apply for "senior status"; if they were admitted for an Oxford First degree, which allowed them to be admitted to the final year of the course. There was no provision for DipHe students and an application would have to be treated as a test case.

Dr Arthur Suddaby, chairman of the Committee of Directors of Polytechnics, said he hoped that institutions would have an imaginative response to the letter, which he found to be very useful. "Compatibility between diploma and degree courses will be a very serious problem but I do think that students should be able to study for two years and go into industry or transfer to other courses is very important."

He said the City of London Polytechnic had just started its own DipHE course within its multi-disciplinary degree programme and was looking at transfer from the DipHE to other degree courses.

Dr Ray Bicker, director of Middlesex Polytechnic, also called for [illegible] imaginative response to [illegible] ing bridging programmes, like correspondence courses and summer semester courses, to help students transfer from diplomas to degrees.

Dr Kerr said a copy of the letter had been sent to Sir Roy Marshall, secretary-general of the CVCP and to Mr Fowler, Minister of State for Higher Education. It is [illegible] a letter [illegible] to admit students to the second year [illegible]

Miss Nevitt is Titmuss's successor

[illegible] London School of Economics has appointed Miss Adele Nevitt to the chair of social administration held until [illegible] by the late Richard Titmuss. She will take up the appointment at the beginning of October and after lecturing at Bedford College, returned there in 1965, becoming a reader in the social administration department in 1970. Her main interest has been in housing policy.

New THES editor appointed

Mr Peter Scott has been appointed editor of *The THES* from May 10 to succeed Mr Brian MacArthur, the newspaper's first editor, who becomes home news editor of *The Times*.

Mr Scott, who is 29, read modern history at Merton College, Oxford, before joining the Manchester Evening News as a reporter and then as news editor. He became deputy editor of *The Times Educational Supplement* in 1971 and after a period as a home news reporter on *The Times*, he became deputy editor of *The THES*, a position he held for two years.

He took up a one-year Harkness fellowship in the United States in 1973-74, during which time he studied American higher education, returning to the home news staff of *The Times* at the end of 1974.

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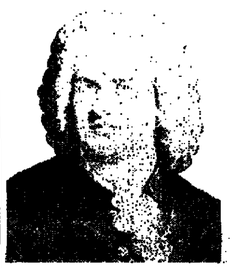

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Fowler warns of more teacher training cuts

by Sue Reid

The Government's predicted figure of 60,000 teacher training places in 1980 might have to be reduced if the birthrate continues to fall, Mr Fowler, Minister of State for Higher Education, has warned.

He told a Manchester conference last week that in 1970 there were 114,000 places in colleges of education, but by 1980 no more than 60,000 places—including 12,500 for in-service and induction training—would be needed. If the birthrate continued to fall, and it showed no sign of doing otherwise, then the figure might be even lower.

Mr Fowler added that the Government was still planning for an overall rise in demand for higher education by 1981. Demand had levelled out at about 14 per cent of the age group and was expected to increase to 15 per cent in five years time.

But the declining demand for teacher training materially affected the pattern of provision in higher education, and meant a greater necessity to convert places from one use to another, Mr Fowler added: "We are still carrying through the massive reorganization of teacher education. From one point of view that is all to the good because teacher education will no longer be conducted primarily in monotechnic institutions.

"It should in future be much easier than in the past to respond quickly in adapting the output of newly qualified teachers to a decline or an increase in the birthrate and to other factors."

Mr Fowler told the conference, at the department of management, Manchester Polytechnic, that some institutions which would remain essentially monotechnics were smaller still, and would not always find it easy to meet in the new pattern of teacher education courses or the demands made on them.

On the closure of colleges, he added that to preserve too many institutions, "which in terms of their size compared with their function and objectives were teetering on the brink of viability", would not be a sensible policy.

"If the number of initial training places remains constant and the number of institutions seeking to have some share of places significantly increased, then both a higher proportion and a higher absolute number of those institutions will be brought close to a point where they become non-viable", warned Mr Fowler.

He said that in the next decade there might be too many places in higher education institutions and not enough places for 16 to 18-year-olds to cope with the demand. Some of the merged institutions which did some non-advanced work should develop this work as well as their higher education courses.

The demand for more places for 16 to 19-year-olds was now coming from more than one quarter, and the Government itself attached high priority to this.

V-c calls for return to quinquennial planning

Errors made in predicting higher education numbers have discredited quinquennial planning and made it easy for the Government to abandon it in the face of financial pressure, Dr Stephen Bragg, vice-chancellor of Brunel University, claimed this week.

In his annual report for 1975, Dr Bragg called for a return to the kind of continuity provided by quinquennial planning and warned that universities could not operate efficiently unless they knew well in advance what resources would be allocated to them.

He added: "The objectives of student numbers put forward in the White Paper, *A Framework for Expansion*, have proved to be overestimates of demand. Although there must still remain a huge latent potential demand from women students the actual number of United Kingdom applicants with the requisite qualifications has not continued to rise in the way that was assumed in 1972.

"This error has tended to discredit the quinquennial planning system and has made it easier for the Government to abandon it when the financial pressures became overwhelming."

Dr Bragg said the position of universities regarding student numbers had been exacerbated by the determination of the Department of Education and Science to expand the polytechnics. 'Only recently had it been admitted that there were more teachers per 100 students in polytechnics than in universities. Staff salary scales were nominally

Dr Stephen Bragg

comparable but teachers in polytechnics appeared to reach higher grades at an earlier age.

However support staffing and accommodation in the universities were probably better than in the polytechnics, so it was unlikely that the actual cost per student in comparable disciplines differed much in the two institutions.

Dr Bragg criticized the artificial class distinctions and their divisive influence in education. It was time to abandon such distinctions and to provide a national overall plan for the whole system of higher education.

On the subject of student grants he said there was no evidence to suggest that students receiving full grants suffered serious financial distress. But there was ample evidence of hardship among students not receiving their full grants.

Arts courses approved for Worcester

by David Hencke

Worcester College of Education is to be the first training college in Britain to offer a Council for National Academic Awards Bachelor of Arts honours programme.

A CNAA visiting party has approved honours programmes in five fields. They will start recruiting students for September, 1977.

The new three-year degrees cover studies in English and drama, history, geography, environmental science and mathematics.

Major courses will be offered in literary perspectives, drama, British history, human studies, earth studies, the physical environment, and ecosystems and man. Minor courses will be offered on rural settlement and land use, the modern city, and mathematical studies.

Students will be able to follow their own multi-disciplinary programme and be able to choose two major courses, one minor course and follow their own *study related* to one of the major courses.

Each student will be attached to an advisory tutor, who will be responsible for monitoring the student's progress over the three years and able to guide the student towards taking a "coherent" programme.

The CNAA is also examining the prospects of awarding a Diploma in Higher Education, after students have completed two years of the degree programme. The new BA course has been structured to allow students to leave and transfer to another institution after two years.

The council is also examining transfers to the new BA degree from the college's Bachelor of Education degree course, which is approved last year.

Mr Edwin Pelrson, principal of Worcester College, said this week: "We are delighted at the decision, which we regard as a major breakthrough for colleges of education seeking to offer new courses validated by the CNAA.

"We have found it a difficult process to surmount but we definitely would not discourage other colleges planning to approach the CNAA for arts and science degrees."

OU methods 'could help Third World'

Use of the Open University methods could do much to improve the conditions of the rural population in many countries, Mr Amadou Mahtar M'Bow, director general of Unesco, said recently.

Receiving an honorary doctorate from the Open University in Belfast, Mr M'Bow said: "If higher education can be made accessible to, and relevant to the needs of the rural peoples, who represent over 60 per cent of the total world population and as much as 75 per cent in many developing nations, the entire process of development could be greatly accelerated in all countries."

Nine support levy for jailed foreign students

Nine university student unions have agreed to back a World Universities Service scheme to help overseas students. Members will be asked to contribute 50p a year to provide imprisoned students with scholarships to Britain.

The student unions have agreed to the voluntary scheme after the National Union of Students conference in Llandudno voted to approve the move during their debate on overseas students.

The nine unions are Bath; Bristol; Aberdeen; Chelsea College, University of London; St. David's College, Lampeter; Keele; Sheffield; University College, Swansea and York. Mr Paul Hodges, of WUS, said that the scheme was aimed to help students held as political prisoners, or those who were discriminated against on political or racial grounds.

"We aim to raise £50,000 through this scheme to expand our activities by helping students from whatever part of the world they come from", he said.

Two major areas where WUS had helped students were Latin America and Southern Africa. The number of Chilean students on WUS grants had risen from six in 1973 to 350 this year and was expected to rise to 500 in the next academic year. WUS was also helping students from Argentina, Brazil, Paraguay, Bolivia and Uruguay.

WUS also helped students in South Africa and Rhodesia.

Students start protest over 'victimization of gays'

by Stephen Cohen

Only 25 gay societies are left in British universities and colleges out of the 80 that flourished at the height of the National Union of Students campaign for homosexual rights.

The decline of the gay societies in the past 18 months is attributed by the NUS to increasing harassment by college authorities and the reluctance of students to declare their homosexuality for fear of victimization. Mr Trevor Phillips, vice-president of the NUS, said this week that the gay societies had difficulties booking rooms for meetings and their posters were torn down.

Mr Phillips, who has charge of the union's gay rights campaign, revealed the decline at the start of a week of action designed to publicize the discrimination to which homosexual students say they are subject. Demonstrations in London, Manchester, Bath and Bristol were planned for this week with dances and drama productions.

Text books in college libraries which give a false image of homosexuality will have correction slips put in them giving readers the facts about homosexuality from a gay point of view and details of the gay societies.

Mr Brian Gilmore, from Queens University, Belfast, said the police in Northern Ireland were stepping up a campaign of persecution, and had seized documents including a list of over 300 names and correspondence between the university gay society and Mr Merlyn Rees, the Northern Ireland Secretary.

Seven out of the 10 members of the Committee for Homosexual Law Reform had been interrogated in recent weeks and another five had had their homes searched and papers seized. Homosexuality is totally illegal in Northern Ireland.

Two students from the New University of Ulster have been charged with an offence which does not exist in English law since the 1967 Sexual Offences Act made homosexual behaviour legal between men over 21.

Mr Gilmore said the police had first of all questioned men who were publicly known to be gay and who could not be intimidated. But now they knew of hundreds of people who were not so self-confident and it was "only a matter of time" before there was a suicide.

Management recruitment drives by personnel officers from British Home Stores will be disrupted in central London colleges, says Miss Wanda Goldwag, general secretary of the union of the London School of Economics. The company has been blacklisted by students after one trainee manager was forced to resign after appearing on a television documentary programme where he was seen kissing his boyfriend. Mothercare and Barclays Bank are also on the blacklist.—*TES.*

Universities urged to enrol more local part-timers

Universities could show the public that it was getting value for money by recruiting more part-time students, Dr Keith Hampson, secretary of the Conservative education committee, said last week.

He told the York University branch of the Association of University Teachers that by so doing the universities would broaden higher education opportunities in local communities. They would benefit from an influx of more mature and experienced students, and also save money on student housing.

Universities had to be able to meet the country's changing needs in skills if Britain was to have a successful economic future and universities themselves were to survive, he said.

Bright sparks rewarded

The first polytechnic students to study part-time for a BSc degree in electrical engineering were awarded their degrees last week by Birmingham Polytechnic.

The course has been accepted by the Institution of Electrical Engineers and the Council of Engineering Institutions to give exemption from the academic requirements for the status of chartered engineer.

CNAA clarifies policy on DipHE

Text of the letter to be [illegible] Academic Awards

[illegible] diplomas, as conceived in the White Paper of 1972 as a [illegible] linked to [illegible] which [illegible]

[illegible] educational opportunities [illegible] courses [illegible] have had a valuable [illegible] which while not [illegible] of second year [illegible] equivalent [illegible] for certain three-year degree programmes.

The council recognises that institutions admitting diplomates to degree courses must safeguard the integrity and standards of its degree courses and equally that the full diploma courses will be suitable for two years' full remission from the particular degree programme to which the diplomate seeks access. But at the same time the council [illegible] the topic on which the final year of the degree course is built. Where the DipHE and degree are of the same bue cognate fields [illegible] to the final year may be [illegible] but it may in some [illegible] be preceded by a part-time bridging course. When entry to the second year of the degree course seems more appropriate the diplomate might with advantage be directed to a more suitable degree course.

When the degree course to which the student is admitted has examination regulations which depend on a weighted average of second and [illegible] year assessments special arrangements in this first year of operation will need to be approved by the council for the final assessment of diplomates admitted directly to the third year of the course unless a particular arrangement has already been specifically approved. These proposals should be submitted to the council's registrar by the end of October for consideration and any inquiries about transfers should also be addressed in the first instance to the registrar.

[illegible] should be no problems with transfers on DipHE holders to the final year of a linked degree scheme although some administrative procedures which have been agreed generally will need to be observed for these and other transfers. Where there is a change of institutions but the DipHE and degree are in the same field it will be important to check that the DipHE programme did not omit any aspects

OU social science course 'platform for political views'

by Frances Gibb

The Open University social sciences course, Patterns of Inequality, is "loaded" and a platform for "blatantly political views", Mrs Caroline Cox, head of the sociology department at the Polytechnic of North London, has claimed.

Writing in the May issue of *Sociology*, the Open University's newspaper, Mrs Cox, who contributes to the course, says she is deeply concerned about what she takes to be serious bias in presentation of material.

"My overall impression is that the course units present a loaded representation which undermines the liberal position."

"There is a real difference between those who attempt to present a plurality of views as fairly as possible, and those who systematically use or abuse their privileged position to promulgate their own beliefs and to undermine and destroy alternative positions."

The course concentrates entirely on inequality in a capitalist society without including comparisons with socialist societies, she says. Great emphasis is given to the role of ideology in maintaining the power of the ruling class in capitalist societies but no mention is made of the use of the media and the education system in non-capitalist societies.

Various ways of analysing inequalities are presented, and all criticized except for the Marxist method. The issue is serious because many students will be attracted to a course of such fundamental human importance.

"There is a real danger that such students may be given a course which falls short of the basic canons of academic integrity and which substitutes, in places, politically partisan views and outright polemic."

Replying to Mrs Cox's criticisms in the same issue, Mr Andy Blowers, chairman of the course team, says the units were subjected to rigorous internal and external scrutiny. The course does attempt to present competing views, he says. Mrs Cox's own views, including those of Lord Blake and Sir Keith Joseph, were given in a radio programme which was part of it.

"The material in the course as a whole must be considered if any charges of overt or deliberate bias are to be sustained", he writes. Social science is always political. The course attempts to develop a discussion that is not "couched in specific disciplinary paradigms" and to recognize rather than to subvert alternative views.

Mrs Cox seems to assume that members of the course team were of a unanimous and doctrinaire view, Mr Blowers says. It would be extremely difficult, even if desirable, to get a course team to act as of one mind. The team had some 30 members who represented a wide range of academic and ideological views.

The concentration on capitalist societies is not to hold those societies up to ridicule or avoid comparisons, he says. The team recognized it could not cover everything and therefore drew on its expertise.

The critique of liberal ideology is to show how the prevailing ideology could select material and influence thought. Marxist analysis will be criticized in later units, he says. The course does allow students the intellectual freedom to choose between different theoretical positions and one of its aims is to help students recognize the values implied in different views.

Sixthformers do better in south

by Sue Reid

Sixthformers from the south-east and London are more likely to go on to university or polytechnic than their counterparts in the north.

Regional statistics for awards to higher and further education students, released this week by the Department of Education and Science, show that in 1974 9.1 per cent of 18 and 19-year-olds in the south-east and nearly 9 per cent in London took up university places compared with only 5.6 per cent in the north.

The figures reveal that in the same year only 6.5 per cent of sixthformers in Yorkshire and Humberside, 7.9 per cent in the north-west, and between 6 and 7 per cent in East Anglia and the Midlands received university awards from their local education authorities.

The statistics show a similar picture for students entering polytechnics and colleges of further education. In 1974 more than 9 per cent of sixth formers in London and the south east received full awards for courses at these colleges compared with only 6 per cent in the north and 7 per cent in the north west, East Anglia and Yorkshire and Humberside.

But in the south west, where the figure reached 9.3 per cent a similar proportion of 18 and 19 year olds were awarded full grants to study at universities elsewhere in the country.

At colleges of education, however, the trend was reversed. The DES figures reveal that more sixthformers entered initial courses of teacher training in the north of England than in the south. More than 5 per cent of 18- and 19-year-olds in the north, north west and Yorkshire and Humberside became full time students at colleges of education in 1974, compared with only 4.7 per cent in the London area, the south east and the south west.

More sixthformers in Wales entered higher and further education as a whole during 1974 than in England. More than 30 per cent of 18 and 19-year-olds received awards for study at universities, polytechnics and colleges of education compared with 23 per cent in England. Over England and Wales nearly 24 per cent of the age group received higher and further education awards of some kind.

In the academic year 1973-74 £408m was paid out by local education authorities in full value awards to students at universities, polytechnics and colleges, an increase of 6 per cent over the previous year. The English and Welsh authorities awarded 51,151 new grants to university students in 1974, 74,943 to polytechnic and further education students and 33,293 to teacher training students. *Statistics of Education. Finance and Awards England and Wales 1974.* Published by HMSO. Price £2.70.

Nottingham calls up graduate support

Nottingham University is mustering its 23,000 former students to help the university in its fight against inflation and recession.

Letters signed by the present vice-chancellor, Professor Basil Weedon, and the previous vice-chancellor, Professor John Butterfield, have been sent out this week to all graduates saying "the university needs your help in its future".

It asks them to help find vacation jobs for the university's undergraduates; give careers advice; recommend Nottingham University to sixth form leavers; and help obtain research work and grants for its lecturers.

The idea came from the university's standing committee of convocation, the body of former students.

'Provide more for poor adult readers'

More adult education facilities for those with reading and writing problems should be provided, Dr Declan Irvine, lecturer in adult education at the Liverpool University Institute of Extension Studies, has suggested.

He was commenting on a survey which revealed that nearly one in three 16 year old school-leavers had difficulty in reading and understanding simple English sentences.

The findings of the report *The Reading Ability of School Leavers*, showed that at least 300 pupils in Liverpool left school with reading ages of 10 or less.

The *Reading Ability of School Leavers* from the Institute of Extension Studies, University of Liverpool, PO Box 147, Liverpool, England L69 3BX.

Lord Crowther-Hunt keeps up his public criticism of the DES

'Ill-organized, ill-equipped planning and preoccupation with details'

by David Walker

The part played by the Department of Education and Science in the reorganization of teacher education had shown an "undue degree of centralization", Lord Crowther-Hunt, former Minister of State for higher education, told a House of Commons committee on Monday.

He said that the department should not have cared how places were allocated to individual colleges in, for example, the North East of England. The DES should have had no say in whether Brighton College of Education was merged with the polytechnic or the university. These were decision that rightly belonged with the local authority.

The proper function of the DES was to decide global allocation for local authorities then let them make detailed decision, he said.

Answering questions from Mr Michael Ward, Labour MP for Peterborough, a member of the Select Committee on Expenditure sub committee on education and the arts which is investigating the DES, Lord Crowther-Hunt proposed major changes in the relations of central and local government.

"There ought to be more people in the DES with experience of local government. Why are there not chief education officers of local authorities in the department? The career structure should be open with local government officials and civil servants applying for a common pool of jobs," he said.

Lord Crowther-Hunt's criticism of the DES, made in a series of articles and speeches, since he left the Government last month, focused this time on the department's inadequate planning.

"Long range planning is crucial to the success of any educational system. This should, therefore, be one of the most important functions of the DES. In my view, the department is ill-organized and ill-equipped for such a role. And its concept of planning is essentially passive and negative.

"When I got to the DES what surprised me most was the absence of priorities. There was no reasoned case whether to spend money on one thing rather than another."

There was also a preoccupation with minute detail.

The whole process of decision-making within the DES should be thrown open to Parliamentary scrutiny. The involvement of the House of Commons could act as a countervailing force to the teacher trade unions "who have too much power".

'Department tried to suppress report'

Lord Crowther-Hunt, last week criticized his former civil servants at the Department of Education for their opposition to even mild forms of manpower planning and to matching the output of graduates to the needs of society.

He contrasted their attitude unfavourably with that held in the Department of Employment which supported "broad category manpower budgeting" and claimed their view had already prevailed over Mr Fowler, his successor at the DES.

"Concern about matching the output of students to the needs of society as a whole is shared by everybody except the DES and some people in the universities," Lord Crowther-Hunt alleged.

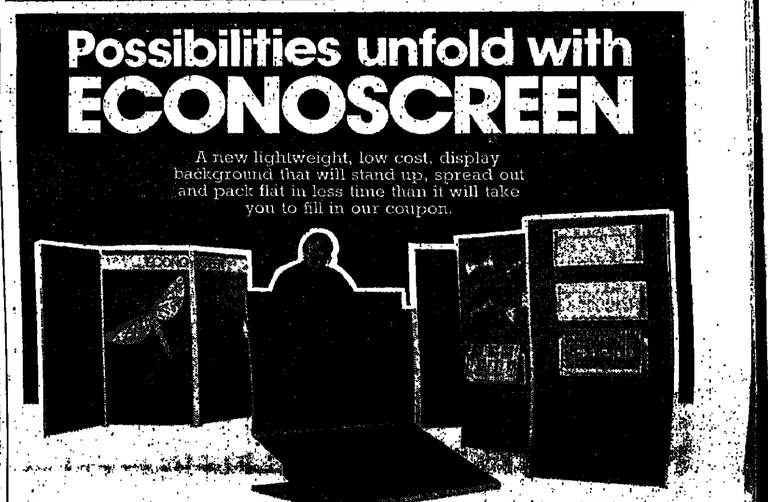
The DES had taken its opposition as far as trying to suppress a report he had commissioned while at the DES on why 18 year olds chose particular courses. Fortunately the report, which revealed that most students wanted courses with a clear career commitment, had been leaked (*THES*, February 20) he said.

Speaking at the London conference of the Institute of Personnel Management, Lord Crowther-Hunt developed his vision of the type of student which universities and colleges ought to be producing. This was a "technical generalist": someone schooled in basic science and mathematics who was adaptable to changing technology and who could make a contribution to Britain's economic recovery.

"We have an absurd situation where universities are converting empty science and technology places to sociology and the arts. Sociology is not exactly the subject of which British industry has most need. However, the University Grants Committee system of finance means it is in the universities' interests to do these conversions", he said.

A generalist scientist or technologist, on the model of the product Lord Crowther-Hunt developed, was "infinitely" more adaptable than the generalist arts man, the historian, or classics scholar. The Oxford Greats was nowadays irrelevant to industrial management.

Lord Crowther-Hunt's message was echoed later in the conference by Mr Alex Jarratt, chairman and chief executive of Reed International Ltd, the paper manufacturers and publishing firm.



Econoscreen has Expoloop panel covering, a colourful display fabric with gripping powers of presentation.

'Resist redundancies' motion given priority

by David Hencke

A five point plan to increase educational provision, and a motion calling for a national campaign against education cuts, have been given priority for the first annual conference of the National Association of Teachers in Further and Higher Education to be held at Buxton, Derbyshire over the Spring bank holiday.

The motion on the cuts has been given priority by delegates. It calls for a national campaign against them, with co-operation between local trade unions and other sympathetic groups. It urges local *branches to resist redundancies "by all possible means"*, and to ensure that colleges stay fully staffed.

The motion calling for increased educational provision, which has been given priority by the executive, calls for five areas for expansion. These are the 16-19 age group, recurrent education, induction and in-service programmes for teachers, trade union education, and advanced education (which calls for more students in science, mathematics and technology).

The NATFHE executive call for the number of teacher supply places to rise to 480,000 rather than stop at about 464,000, and for the implementation of the recommendation of advisory committee for the supply and training of teachers, which says that all further education lecturers should be trained.

Other motions cover salaries and college government. The salaries motion which was submitted before the recent agreement between the government and the TUC, expresses concern at the falling living standards of lecturers. It calls for a large flat-rate increase next year, the merging of lecturer 1 and II Scales, the abolition of the efficiency requirement between lecturer II and senior lecturer scales, and a national pay scale for part-time staff.

The motion on college government calls for NATFHE representation on all college boards and committees, and the accountability of NATFHE representatives to the their local union branches.

It says that all boards and committees should be decision-making bodies, and should be controlled by elected representatives. It calls for elected Trades Council representatives on all college boards.

National validation scheme supported

by Frances Gibb

A proposal that art foundation courses should have a national system of validation was overwhelmingly accepted by the National Standing Conference for Foundation Education in Art and Design in Derby this week.

The proposal was in the report of the standing conference's working party published last week (*THES*, May 7).

Mr Ralph Selby, chairman of the conference and head of fine art at Derby College of Art and Technology, said: "This is the first time that foundation course staff have come together and by a substantial majority spoken with a concerted voice."

It was the first definitive statement on foundation courses for 13 years, he said. He hoped it would lead to positive action—particularly by the Department of Education and Science over the Gann Report of 1974.

The report's proposals which say that a national system of validation should be set up, together with a fully representative advisory body on foundation courses, are now to be sent to the DES, the Council for National Academic Awards and other relevant bodies.

Voting at the conference was by 87 to six, with 10 abstentions, but there were some fears during the discussion about the effects of a national system of validation.

Several conference members doubted whether such a system would protect foundation courses. They felt that about one third of foundation courses would be closed: validation might bring with it mandatory grants for foundation course students, and many local authorities, unable to afford the extra money, would close the courses.

Mr Peter Williams, principal of Lincoln College of Art, and chairman of the working party, said there were three main reasons for recommending validation.

First, if the conference did not agree a system, one would be imposed from outside. Second, students would benefit. Once recognised, the foundation course would allow them to go on to other courses in polytechnics and universities, apart from art and design courses. He hoped foundation courses would be seen as an alternative to the two A-level entry to universities.

Third, validation would ease friction between those offering foundation courses and those offering BA courses in art and design, since many BA centres were unhappy about the preparation given to art students, and foundation course lecturers were unhappy about the lack of information provided by the BA staff.

The working party opposed validation by visiting panels. Courses would receive recognition according to how successful they were in getting students on to further courses.

An other case for validation was survival, Mr Selby said. Foundation courses were very vulnerable, in the face of accusations from some BA centres that their standards were declining.

"The big problem is that we do not have any official standing. We don't exist, therefore we can be cut out just like that."

Mr Ben Cooke, assistant director of Leicester Polytechnic, argued that foundation courses should be validated by the CNAA. If universities could validate O and A levels, the CNAA could validate foundation courses.

Mr Peter Welton, dean of creative arts at Crewe and Alsager College of Higher Education, said the college only took 10 per cent of its art students from foundation courses. So the courses' survival would depend on changing their provision.

Students turn trade policy protest into pantomime

by Jane Feinmann

Students who were protesting against British Government policy at the UN Conference on Trade and Development, now being held in Nairobi, delivered a letter to 10 Downing Street and lobbied MPs during a national day of action last Saturday.

The New Economic Action Group which includes Third World First, Christian Aid and World University Service, used two pantomime horses to deliver the letter. Students gave out leaflets which said: "This is straight from the horse's mouth", and "We will not take neigh for an answer".

The letter, addressed to Mr James Callaghan, said: "For the last few weeks you have been feverishly working to try to negotiate a second pay deal. We feel it would have been better if you had spent all this energy preparing to come to terms with the developing nations at UNCTAD".

The protest continued at the Seymour Hall, where Judith Hart, MP, said that the US Secretary of State Henry Kissinger's plan for an industrial resources bank was just looking after the multinational companies and protecting private investments.

She said there was no longer any EEC policy on UNCTAD because all EEC countries except for West Germany and the UK had now gone at least some way to supporting the developing nations and that only Germany, the UK and the USA were now sticking together to support the rich countries' interests.

NAG, set up last February to arouse interest in UNCTAD, has decided to continue its activities when the new university term begins in September. It has received considerable support from university unions—about 100 groups were active during the campaign and many of these were people not normally associated with third world activities, and it has also received interested attention from the Government.

Too many new Scots teachers

Less than 3,000 jobs will be available in Scotland for the 5,472 students leaving teacher training courses this summer, according to a survey published by the *Scottish Educational Journal*, the newspaper of the Educational Institute of Scotland.

The survey shows that a total of 1,856 diplomates will have to compete for 1,002 primary posts and only 1,960 secondary posts are available for 2,517 applicants.

Figures supplied by education authorities and colleges are provisional but no great changes are expected by July.

"Many regional authorities have been inundated with applications for posts as students apply to some or all of them. Priority is being given in the regions to students whose homes are in the area, but many will be unable to find posts", says the report.

● Miss Margaret Jackson, Parliamentary under-secretary of state at the Department of Education and Science, has appealed for more applicants to train as craft and design teachers.

Handicraft courses are one of the few courses that the DES is safeguarding against further cut-backs because of the national shortage.

● The DES has approved the establishment of a federal ecumenical college to be called the Liverpool Institute of Higher Education.

The three colleges, one Anglican and two Roman Catholic, are Christ's, St Katharine's and Notre Dame colleges of education. They plan to offer a new range of Bachelor of Education and Bachelor of Arts degrees validated by Liverpool University.

The DES approved earlier the creation of a Liverpool College of Higher Education, created from C. F. Mott and Ethel Wormald colleges of education, both local authority colleges.

V-c warns that cuts could harm research

Dr Frank Thistlethwaite, vice-chancellor of the University of East Anglia, has criticised the Government's recent expenditure White Paper, with its call for further economies in higher education, as alarming.

He has warned that the high standards of teaching, scholarship and research in Britain's universities could be in jeopardy unless the government makes a certain minimum financial provision.

In his annual report to the university court earlier this week, Dr Thistlethwaite said that the University Grants Committee award to East Anglia for the coming academic year would allow for some modest development. Schools in the university planning to admit more students in October would be able to recruit new faculty and support staff.

But he added: "This opportunity to move forward next year cannot disguise the underlying trends which point to a further deterioration in what is already a critical situation for universities."

"Although we do not have the benefit of any meaningful planning horizons ourselves, the recently published White Paper outlines the Government's expectations.

"The forecast is the number of full-time higher and further education students in 1981 has been cut for the second time in four years so that the percentage of the relevant age group entering higher education will increase only marginally during the next five years", he said.

There would be little scope for increasing total staff numbers after 1977, and the White Paper had called for a progressively more effective use of resources.

Dr Thistlethwaite said: "As the White Paper deals with further and higher education it is not possible to say what the precise effects on universities will be. But the general message is clear enough, and coming as it does after a period during which we have already sustained considerable economies in operating standards, it is somewhat alarming.

"This country has reason to be proud of its universities and of the high standards of teaching, scholarship and research which reside in them. But such standards cannot be maintained unless a certain minimum financial provision is made."

Dr Thistlethwaite said that at a time of financial difficulty, research was one of the first casualties. The universities had traditionally been able to strike a balance between research and teaching, but at a time of economic stringency this balance was threatened to the detriment of research.

The question of research and the pursuit of scholarship in universities was an investment for the future which the economic problems of the present however pressing, should not be allowed to destroy, he said.

Dr Judd refuses to call in the troops

Sir Reid on a London Polytechnic's enjoyment of the General Strike.

Britain's greatest industrial dispute was played out in the ante-rooms of Downing Street and the London headquarters of a worried TUC 50 years ago this month. The conflict, viewed with trepidation by Britain's middle classes and Western Europe as a whole, boasted an unlikely cast with Mr Stanley Baldwin, then prime minister, Mr Winston Churchill, chancellor of the Exchequer, and Mr Arthur Pugh, secretary of the Miners' Federation.

This complexity of colourful characters has kept the debate on the strike alive and heated for the last five decades. It was in the mind of Mr Alan Kerry, lecturer in history at the North London Polytechnic, when he devised the idea of staging a special History week at the college featuring a role-playing simulation of the General Strike.

The game, played over five hours, was an interesting experiment. The clock was turned back to May 4, 1926, with seven students and six lecturers assigned as the main characters of the nine-day strike.

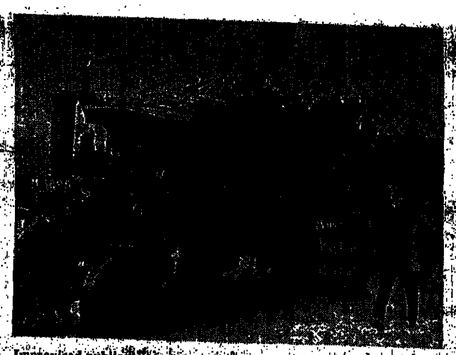
Once the scene was set in a lecture room in the polytechnic's history department, the 13 players were briefed to cope with their individual roles as they wished. The majority had already researched their characters but were asked to make decisions believed to be best in the various situations that arose.

With each hour representing one day of the 1926 conflict, events also stepped away from reality during the "second day" when the militant Churchill, played by Mr Joe Orton, a third-year student, called on the prime minister to bring in the troops, and received an immediate rebuff.

Churchill, no doubt mindful of his recent move across the House from the Liberal Party, took an extremely right-wing stance. Determined to prove his strength within the Tory ranks he argued that the troops would avert total disaster.

To the outside observer it seemed that Baldwin, played by Dr Denis Judd, head of the history department, was pushed into taking a more moderate stance by this call. But after the game Dr Judd said that his key decision not to bring in the troops, in direct conflict with the events of the real strike, was made with the character of Baldwin in mind, and not in any direct response to the cry for blood from the chancellor.

With the troops out of the game the unofficial strike committee, headed by Mr Peter Seltman, a lecturer in the college's teaching studies department, began to play a primary role. The committee's strength directly influenced the game, which ended with the committee seizing the BBC—a complete reversal of the true situation when the BBC was firmly controlled by the Government and the Conservative



Improvised public transport—steam lorry, City bound.

Don's diary

City of words

Vacation time is conference time. I attended a one-day conference on "The Central Role of Language" organized by the Oxford Society for Applied Studies in Education. The first lecture was given by a member of the Bullock committee, whose report, "A Language for Life" was published in 1975. He criticized some of the widely used tests of reading ability, in which children were supposed to finish incomplete sentences.

The examples of the somewhat crude tests of literacy given in the course of the lecture do not seem be related to the everyday uses of language. One suspects that the "standards" men set much store by such tests and value a command of the esoteric uses of language more than fluency in talking about everyday problems.

The very application of such tests, and the notion of achieving some absolute standard seems quite out of keeping with the haphazard development of language. As Wittgenstein said "Our language can be seen as an ancient city: a maze of little streets and squares, of old and new houses, and of houses with additions from various periods; and this surrounded by a multitude of new boroughs with straight regular streets and uniform houses".

I began to think about the command of language students would need when they came up to university to read theology or philosophy and how this related to tests for literacy and the teaching of English in schools. They would need, first of all to appreciate Wittgenstein's metaphor, to be aware of our language as rich, varied, growing and yet see that the "suburbs" of our language are connected with the ancient city.

They need to be aware of the multiplicity of kinds of word and sentence in the language. The ability to grasp the various uses of a word, and the many different ways in which those uses are related to each other is essential. Only then will the student be able to unravel the implications of the use of some important, central concept in our language and be able to grasp these in a concrete way. Only then can the student begin to have a suitably sceptical approach to theological or philosophical uses of language, and to suspect that their language is perhaps "going on holiday".

I am impressed by the hard, analytic thought being given to every aspect of the curriculum in order to ensure this kind of literacy. Planning and developing a curriculum in this way so that the child's ability to use his language, naturally, expressively, sensitively, with fluency in speech and writing, means that staff must be willing and able to ask fundamental questions about the meaning of literacy, and ready to alter their whole approach radically in the light of [illegible] questions.

This approach to literacy has important implications for staff. It calls for cooperation in planning the curriculum as a whole, and for staff development. Staff have to be willing to review their work and to regard themselves as part of a teaching team.

University teaching, with its emphasis, in arts and social sciences especially, on individual achievement, encourages a perhaps over-individualistic approach, and isolated work. This can lead to fragmentation of courses leading to a degree and a lack of a coherent, overall pattern for a three-year degree course.

By contrast with the commitment to teaching shown at the conference, too little thought seems to be given to staff and curriculum development in the university.

Management tasks

On looking through the papers on my desk, during the vacation, I find the minutes for the last senate meeting, sent to me because I am one of the non-professional representatives on senate from the arts faculty.

The addition of student and non-professional representatives to faculty boards, senate and council was the university's response to student unrest of the late 1960s but it does not redistribute decision-making powers between professional and non-professional staff, and student representation is generally too small to make a significant difference.

On the academic side, however, proven research ability is not an adequate measure of a person's ability to handle managerial functions or to deal with personal relationships amongst staff, nor does research experience provide adequate training for the demands of the managerial role. Even small departments require the managerial expertise of junior management in industry.

Lack of expertise in the management of what is often expensive resources of a department, or lack of skill in directing the development strategy for a department, or in dealing with interpersonal relationships can cause considerable frustration amongst staff and students, or simply result in expensive mistakes. Such problems can be intensified in a university with a rigidly departmentalized structure, since so much turns on the ability of one person.

A less rigidly departmentalized and hierarchical structure for universities may be more responsive to such changes, and would also allow for growth for individual members of staff, and greater freedom to develop and pursue their academic interests, perhaps on an interdisciplinary basis, as those may change in the course of their university careers.

It is sometimes suggested that academics do not want, and should not want, to be involved in democracy, that is, in time-wasting committees. They should be free, untrammelled by practical concerns to pursue their research. But the frustration which arises from being excluded from decision-making can be equally time-wasting.

If all members of staff were obliged to take responsibility for the policy of the university, as opposed to merely feeling responsible, they might then realize that universities do not exist in a vacuum.

Woman's work

My senate minutes include the provisional statistics of full-time students for October, 1975. The faculty of medicine has almost equal numbers, 60 men and 58 women, of first-year undergraduate students. Some of the other faculties are just as egalitarian, such as veterinary science, dentistry and law, but in others such as science (359 men to 187 women) and engineering (198 men to six women) men undergraduate students greatly outnumber women, and in the arts faculty, as ever, women students outnumber men (149 men to 295 women).

Apart from the pleasing progress of the faculty of medicine, the figures for our first year intake show that in 1975, women still choose the traditional feminine subjects. We have a long way to go in encouraging them to move away from these subjects into other areas with better career prospects.

Turning from students to staff, I find that there are 96 women professors at all at Bristol University, since Professor Lilian Hawker retired. At a rough estimate, there are eight women readers or senior lecturers out of 195; 48 women lecturers or clinical lecturers out of 502; and three women research workers out of 16. No wonder male chauvinist often deplore the lack of female academic staff!

And yet Bristol is fairly typical of British universities, and women form a small minority of university teachers, and a declining one at more senior levels. The number of women in senior ranks decreased between 1961 and 1971, and this has been compensated for, not by an increase in the proportion of lecturers, which has remained the same, but by an increase in the proportion of women research officers and assistants, a group which rarely has tenure.

The reasons for this are complex. They are a combination of institutional and structural factors connected with the educational system, and the academic profession, and with society at large. It is not that women are prevented from entering the profession through simple prejudice. There are so few women postgraduate students for universities to choose from.

For example, at undergraduate level 328 of the students were women in 1972, and 19 per cent (apart from education) were women at postgraduate level. Few women apply for university posts, and some advertised posts may receive no applications from women at all.

One important difference between men and women at the stage of beginning postgraduate work could be differences in the extent of sponsorship given to men students by staff as compared with that given to women. Support and encouragement at this stage in their careers would be especially important to women, since in aiming to do further research they may well conflict with the overt expectations of family and friends.

This ties in with the fact that the median age for the beginning of postgraduate work is 22, and the average age of marriage for women is also 22. In other words, the years of postgraduate research, the preparation for a university career, typically conflict with peak marriage and family commitments for women. The problems she faces are the care of pre-school children, and lack of mobility arising from her husband's job or postgraduate work.

But even where a woman undertakes postgraduate research, obtains a PhD and enters the profession, she may well have further obstacles to face. Her career prospects may be taken less seriously than those of her male contemporaries by her colleagues and especially her senior colleagues.

Few women postgraduates for academic posts.

However, even when a woman's course is taken of publications and relevant experience matches that of her male colleagues, she is less likely to receive commensurate rewards in terms of promotion, status and salary as a man with equivalent publications or even with less. This seems to be the case with married women in particular.

If universities seriously want to maintain [illegible] and liberal traditions of scholarship, which choose [illegible] of imagination, powers of [illegible] and originality, they must [illegible] Women graduates would indeed be a partial and therefore distorted reflection of a student's overall ability.

My quarrel starts with the implied contrast between "true ability" and "application and careful abilities", for examined in [illegible] fashionable assumption that to possess a good memory, write quickly and to work steadily and [illegible] intellectual qualities at all.

Why in particular is the capacity to recall accurately and quickly a large quantity of information so hastily dismissed by many people? It is surely indispensable for many jobs and an advantage in all, including, *pace* NUS, research. Is not the research worker better for being able to recall fragments of information, stray ideas, leads on sources and references, and for then assimilating his material quickly and clearly?

The reason, I think, that recall abilities hold a low place in the status hierarchy of intellectual skills, is that they are regarded as a talent rather than a virtue, as a gift like perfect musical pitch with which the fortunate few are arbitrarily born. The true intellectual qualities, it is often assumed, are earned with considerable effort and not a little pain. To be able is to be morally worthy.

Now I am not wholly convinced that good memories are not often acquired by practice, of which tests and examinations can be a part. And I rather suspect that many other abilities—fluency in a foreign language, manipulation of symbols, verbal articulateness, to name a few—can just as easily be rationalized as "special gifts" largely divorced from individual effort or worthiness ("the gift of the gab", "a head for figures", "a feel for language" etc).

But for argument's sake, let us assume that recall abilities are largely inborn, and that examinations primarily test these and other "Unearned" talents. My point is that it is perfectly proper for such natural abilities to be reflected in the standard of degree, just as we should not count it against an opera singer that she was born with perfect pitch or against a basketball player that he grew to be six foot tall.

And the objection that examinations occur in "false stress conditions" can be similarly dealt with. We might note in passing that the preparation of reports and memoranda in conditions of haste and inadequate information is normal for many managerial and administrative jobs and often finds a verbal parallel in school teaching); it is the casual pace of academic life that is exceptional.

But it ought to be admitted that examinations do precipitate real stress among a minority of students. Again, however, it would be no more appropriate to allow for nervousness in marking an examination than to ignore it in judging our opera singer.

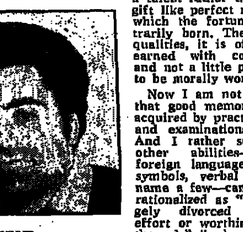
I do not believe that this is callous or incompatible with the humane, personalised system of continuous assessment that the NUS seeks, so long as a clear distinction is kept between two things which are often confused: on the one hand, intellectual ability, which should command praise and recognition; and on the other personal merit or deserts, which should command respect. The moral limitation of meritocratic ideas has rested on this confusion, on the fallacy of attributing virtue to talent, and I think it often lies behind criticism of ranking as degrading and behind attempts to "humanize" examination systems.

The purpose of examinations, course marks and other gradings, it seems to me, should be wholly confined to the assessment and recognition of ability; and the criteria by which their value be judged should consist of such technical aspects of objectivity as reliability over time and validity against other measures, not the extent to which they take the candidate's personal circumstance into account.

To judge examinations [illegible] with a proliferation of schemes for discounting language problems, family history, medical background, and personal crises is to attach to examination results and degree classes a broader dimension than is warranted. It is to allow degree classes to stand for an overall moral appraisal of how the student has spent his years at university, and not as a simple and transient test of his ability. It is to impute examinations and marks with a larger importance in university life than they should have.

The NUS is right to give priority to provision for the student's individual academic needs and to stress the contribution that continuous assessment makes towards this. But assessment, however informal, however much tailored to the particular circumstances of the student, only has meaning within a framework of intellectual standards, and the only assurance that these are being maintained by teachers and future teachers is through an impartial, standardized system of testing ability.

Examinations should be impartial tests of ability



IVOR CREWE

I have one vivid memory of taking examinations as a student. It was my only and very modest gesture of defiance against established authority. The regulations at Oxford required candidates to wear "sub-fusc" which was as uncomfortable as it sounds: dark suit, white shirt, black gown and bow tie, would you believe it.

The sun streamed on to our desks. It was hot and sticky so I took off my gown and jacket. There were 300 of us in the one hall and for a single exquisite moment I was a white blot on a perfect pattern of black. Then from all corners invigilators descended upon me, insisting on regulation sub-fusc. Protest, negotiation and finally compromise: if I kept my gown on I could dispense with the jacket.

Examinations are the timid don's revenge; a delight for every suppressed sergeant major. "Start writing" the invigilator says, and the serried formation of watched, silent, numbered and sometimes uniformed victims start writing. Teacher and taught change into examiner and examinee: gentle authority crystallising momentarily into overt power.

So I do not blame students for hating the examination ritual nor vulgarly attribute their doing so to laziness or the lack of intellectual values. Indeed, it has always surprised me that the formal examination survived the student protest movement almost entirely unscathed.

I make these remarks as a preamble to the NUS' campaign to abolish all competitive examinations and course grades. At their recent Llandudno conference they passed this motion: "Formal examinations mainly test candidates' assimilation and recall abilities and performance in false stress conditions. They bear no direct relevance to research abilities or to aptitude for certain areas of employment. Continuous assessment can provide more opportunities for the student to demonstrate true ability and should form an integral part of education".

These are serious and reasonably expressed objections, if conventional ones, and as such they deserve an equally serious attention perhaps no less conventional response. The one to begin with, what might be agreed. Formal examinations are good at assessing memory and the ability to organize facts and ideas quickly. We can pass over the fact that they also serve fairly well as tests of many kinds of linguistic competence and logical abilities and agree that they are less satisfactory for assessing such qualities of imagination, powers of synthesis, originality, creativity, and the ability to [illegible] Formal examinations would indeed be a partial and therefore distorted reflection of a student's overall ability.

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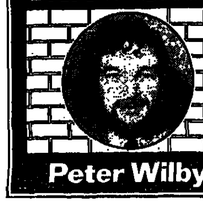
Oonagh McDonald

The author lectures in theology at the University of Bristol.

ESSEX

Buffeted by raging and irresistible torrents

THE NEW UNIVERSITIES



Peter Wilby

Based on the philosophy of big is beautiful Essex has been shaken by the general failure to match post-Robbins expansion ideals

"Tendencies scarcely perceptible today will be much accentuated tomorrow. Tiny trickles will become raging and irresistible torrents." Thus spoke Dr Albert Sloman, the vice-chancellor of Essex University, in those fateful hostages to fortune, the 1963 Reith lectures.

The irony of that statement requires no labouring today. Yet Essex University (like Warwick) has been blown off course, not so much by the growth of student assertiveness that was undreamt of by its founders, but by the failure of British higher education to continue expanding at the pace envisaged in the wake of the Robbins Report.

The first departure from tradition mentioned in the Reith lectures was the decision to build a large university. When the lectures were published by the BBC, the back inside cover showed a model development plan of *the university, which included 26 of Essex's notorious and awe-inspiring high-rise residences*—enough to put Blake's dark Satanic mills eternally in the shade.

At Warwick, the target of 15,000 or 20,000 students was always faintly hypothetical and largely dictated by opportunism; at Essex, it was an explicit part of the founding ideology. The philosophy of the Reith lectures was that big is beautiful.

Dr Sloman explained: "The scale and character of modern research call for such a range of skills and for equipment so complex and so expensive that scientists working independently and alone have given way to teams of specialists, each making his own contribution of information and techniques. As a result, departments and universities will in the future have to be very much bigger.

"Departments need to be big to build up effective research teams to justify the expense of the latest equipment and to cover all the branches of a particular subject. Universities in turn will need to be big to accommodate big departments covering the generous range of studies expected of them."

Dr Sloman wanted a university that, while growing big, would still "preserve a powerful sense of unity". The site plan was one of "startling compactness" and its density "without precedent in this country". The plan was for a "university town, not for some pavilions in a park". A modern university, said Dr Sloman, should have 25 students to the acre. "What is good enough for California is surely good enough for crowded England."

In the perspective of the Reith lectures, it made no sense to have a university with, at the worst, a wide range of subjects, big departments meant at first few departments. And, if Essex was to establish the national and international reputation it desired, the departments had to be in relatively new, potentially expanding areas—the "raging and irresistible torrents" of the next two decades.

So Essex started with just seven departments (even now, it has only 14) and no biology, no philosophy, and, in Britain's oldest recorded town, no history. Inevitably, the university was based on the non-vocational social sciences, then the most rapidly growing subjects of all. Much of the humanities and social science work was to concentrate on Latin America, North America and the Soviet Union—areas that were poorly represented in British universities. The applications of maths, particularly to the social sciences, were to be prominent. The new subjects of computer science and electronics were the main themes on the technology side.

It was said Dr Sloman in the Reith Lectures, the Montgomery technique. "Attack on a narrow front and where there is a breakthrough, go hell-bent after it." And Essex went hell-bent ahead for strong research. The vice-chancellor talked of postgraduates comprising up to a third of the student population.

"The one-storey British university with graduate studies as a kind of graduate excrescence will have to be replaced by a two-storey structure."

By its third year, faster even than Sussex, Essex had already topped the national average for the ratio of graduates to undergraduates.

productivity of our members is by any standards exceptional".

The Essex Ordinances say that the duty of the academic staff is to "devote themselves by research and publication to the advancement of knowledge in their subjects" (my italics). Tenure, traditionally taken very seriously at Essex, is "based on evidence of contribution to scholarship".

One young lecturer felt that, in recent years, there has been a stronger emphasis in tenure decisions on teaching. Another junior academic thought that the "publish or perish" syndrome might die with the difficulties of finding publishers who can afford to print. A contemporary in another department, however, said that, to him, "it is research, teaching, administration—in that order". He added: "You have to do your teaching, of course, but I don't feel that if I brushed students off when they came to see me outside formal classes that it would do me any harm at all."

Among the more senior staff, the enthusiasm for research sometimes borders on fanaticism. Essex professors will tell you the number of books members of their departments have had published, not the number of first-class degrees their students have achieved.

Professor Jean Blondel, an influential founder of the innovative school of comparative studies and the chairman of a working party that has recently produced an eloquent defence and re-statement of the university's original interdisciplinary aims, refused to talk to me about undergraduate studies. Only graduate work, he implied, was of any significance.

Another founding professor said that he hadn't read the Reith lectures until some time after his appointment. "I don't think many people came because of the Essex theology or because it was a great educational experiment. I was neither against it nor for it. It just didn't register."

Yet both this professor (who asked not to be quoted) and Jean Blondel are stimulating teachers of undergraduates and have put a lot of thought and energy into the Essex curriculum. Their remarks, I suspect, reflect institutional rather than personal priorities. Perhaps, too, the university's reputation for student unrest has persuaded its members that the only way to justify themselves to the outside world is to emphasize their solid achievements at the research level—the Social Science Research Council survey archive, Professor Blondel's European Consortium for Political Research (a reflection of the university's internationalist outlook), the Fluid Mechanics Research Institute, the sociology department's pioneering work in urban poverty.

Essex architecture—"no physical heart, nowhere you can say life is going on".

Eighty per cent of the Essex graduates are on taught courses and there is no denying that many of them, such as the new three-year course in telecommunications and the course in applied linguistics taken by many older teachers, are socially useful.

But Lord Annan, in his report on the university's troubles in 1974, found many lecturers who were concerned that of the man who is really prepared to devote time to students is penalized and has less chance of promotion than one who amasses a pile of publications."

He added: "Essex may be unusual among new universities to demand from young lecturers evidence of completed research within five years of employment. For some young lecturers in the humanities this is a tall order particularly if they have to spend a sizable part of those first years preparing courses of lectures or seminars, and a man who throws himself into his teaching . . . can find himself a prey to conflicting interests.

"Nor is the matter helped if the senior staff do not give a lead in the matter: if they are seen by the young lecturers to be skimping teaching in favour of their own research, is it surprising that the younger men follow suit?" Lord Annan heard instances of students, particularly in the first year, having essays returned to them without any written comments.

One matter that needed "watching", according to Lord Annan, was the generous study and sabbatical leave at Essex. This, again, was a component of the founding ideology—in the Reith lectures, Dr Sloman identified generous leave of absence as one of the advantages of big departments. Essex staff are entitled to a term of study leave after each six terms' service, with the curiously stated condition that "a considerable portion of the study leave must be spent on study".

Professor Ian Proudman, the pro vice-chancellor (academic), defended study leave but agreed that it was sometimes too frequented—"a term here, a term there"—and that Essex had possibly gone too far in granting extended (unpaid) leave of absence. Dr Sloman said that limiting study leave "would strike at the heart of what the institution is about" but agreed that the weakness was that "we can't get the continuity of administrative help".

The Annan Report identified the lack of a strong "front bench" providing continuity of leadership, as one of the university's problems. "Again and again correspondents told me that a number of those who should give a lead and shoulder responsibilities do not do so and even spend little time in their departments."

The main offices—school deans and heads of department—were held for brief periods; on the face of it, a democratic innovation but in its results, possibly more authoritarian. "As the leading academic staff bow out to the administrative stage" wrote Lord Annan, "the sole remaining figure is the vice-chancellor". Dr Sloman was described by Harold Perkin, in his study of the new universities in 1969 for the Organisation for Economic Co-operation and Development, as a vice-chancellor "in the tradition of the business tycoon, closely involved in all decision-making and delegating as little as possible".

Lord Annan pointed out that "a vice-chancellor is not a managing director or executive chairman of a company" and that "the managerial flow chart of a university does not resemble that of an industrial or commercial firm". There was a need, he said, for "far greater delegation of authority".

Since 1974 Essex has appointed three pro vice-chancellors, with three-year periods of office. Previously, there was only one pro vice-chancellor, holding office for just one year, and this change represents the university's most important response to Annan. Several lecturers thought that the administration was now far more accessible, though Adrian Sinfield, dean of the school of social studies, thought the pro vice-chancellors were in danger of overshadowing the school deans.

Another important response to Annan (though this was already on the cards in 1974) was the decision to accept the need for separate student units, accommodating Essex was created on the principle that there should be no barriers of any sort between students and staff, between subjects, between work and leisure. Even chapels and careers officers were conscripts to social integration. The former were retained in permanent room in the Sennets in 1966 as told by Dr Sloman to "use the common rooms, coffee bars and restaurant".

The careers officers were to be attached individually to each of the three founding schools of study. That experiment, says Bob Townsend, the appointments officer, quickly abandoned because "employers found it difficult to keep in touch with us as we all became too oriented to specific courses". But the innovation of enlisting the careers service to advise students on their subject choice at the end of the first year has survived—"about 20 per cent consult us", says Mr Townsend.

Though Lord Annan wrote that "an academic community is not monolithic" and that did no good to pretend that it was, Dr Sloman still believes in aspiring to a single community—"you get divisions anyway—a institution should try to break them down not reinforce them."

It was the students, rather than the staff who long opposed a separate union building according to Professor John Bradley, pro vice-chancellor (services). "I decided that not having a union was a mistake about two years after we opened. A single common is a fine principle but it means that everything has to be run by the administration and a total second-year entry of 80 who had started in mathematical studies.

It was the students, rather than the staff, who long opposed a separate union building according to Professor John Bradley, pro vice-chancellor (services). "I decided that not having a union was a mistake about two years after we opened. A single common is a fine principle but it means that everything has to be run by the administration and students want in experiment with running things." The difficulties of booking rooms was a perpetual student complaint. Now, students have rooms of their own and run their accommodation for the union is also specially converted. Meanwhile, a small common room has opened.

The union president, Alan MacDougall, describes it, in the sort of inelegant jargon that flourishes at Essex, as "a concretisation of the breakdown of the liberal community". But, he says, the authorities are still reluctant to recognise the union as a separate entity that represents and negotiates on behalf of members who have distinct interests.

The founders of Essex, who far-sightedly dispensed with rules that interfered with

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students' private affairs, failed to perceive that students might wish to interfere with the university's public affairs. True, the students were granted representation on committees—generous by most standards—but Ron Atkin, lecturer in mathematics, has concluded, after constructing a mathematical model of the university's operations, that the system is like a medieval citadel from which most staff and students are excluded.

The lower committees have insufficient autonomy and, as suggestions travel up the hierarchy (or, in Mr Atkin's terms, towards the centre of the citadel) seeking approval, they encounter committees with little or no student representation and, as Lord Annan put it, are "eaten alive".

Several members of the university have suggested that what the students really need is some separate negotiating power with the higher authorities outside the committee structure. But in the original conception of the university that would have been constitutionally tautologous—in a sense, the students would have been negotiating with themselves.

Another weakness of the committee structure, according to Mr Atkin, is that the departments, the real centres of power, are not formally part of it: the deans of the schools more frequently have ex officio seats on committees than departmental chairmen. As at Warwick, East Anglia and Sussex, the relationship between schools and departments is ambiguous, perhaps deliberately so. Like Sussex, Essex has subjects that can be members of more than one school: sociology is in social, comparative and mathematical studies. Unlike Sussex, Essex recognized its departments from the beginning, and the academic budget is divided among them, not among the schools of study.

The first three schools were comparative studies, social studies and physical sciences. Mathematical studies was born soon after the university opened and there have been no additions since. Dr Sloman said in the Reith lectures: "Knowledge is undivided. It cannot be fitted neatly into departmental pigeonholes. And although there are points of intersection which allow subjects to be identified, the allocation of these subjects to isolated and self-sufficient departments has discouraged the development of areas that fall between them." The multidisciplinary work was to be highly integrated: "The student will not be left to make sense himself out of a collection of courses."

The most explicit part of the interdisciplinary philosophy was that students should be admitted to schools, not to departments, and that each school should offer its own common first-year course. Though entrants would normally name an intended specialization, they would keep all their options open to the beginning of the second year.

The common first year's value to students is illustrated by the proportions changing their decisions on specialization at the end of the first year: about 50 per cent in comparative and social studies, 60 per cent in mathematical studies. The problems, underscored by Essex's modest success in minimizing arts-science barriers through building a strong bridge in mathematics, is that students tend to drift away from the sciences. In 1974, for example, economics, government and sociology made a total of 16 students from the new first-year entry of 80 who had started in mathematical studies.

Some departments, reported Professor Blondel's recent working party, have found the common first year "a constraint", deterring applications and reducing the time available for subject work. The report went on: "Some science departments, anxious to attract students, have devised courses coming perilously close to direct entry to departments as choices open to students at the end of the first year have become almost non-existent."

First-year schemes have multiplied, leading to complaints of too little integration or (where they amount to single subject preparatory courses) to too much integration. In physical sciences, the rate of course transfer at the end of the first year has dipped to 13 per cent. As in several other new universities, the common mathematics element in first-year science courses, intended as a broad scientific decade of analysis, has degenerated into what amounts to remedial courses, taught in the department of the student's intended speciality.

The only school where the common, integrated first year has ever been a reality and an article of faith is comparative studies. This was by far the most innovative of Essex's undergraduate schools. The experiment caused great interest and controversy when the university opened.

Its early curriculum and publicity echoed Sussex in its attempt to present academic knowledge in an entirely fresh context. And it has an even more acute sense of its own history, of a revolution betrayed, of the destructive powers of what Simon Collier, a former dean, has described, in a brief, highly coloured account of the school's history, as the "departmentalist expanded syllabus tendency".

In a heavy understatement, Dr Collier says that the story of the school "as a chapter in the history of academic innovation is not outstandingly inspiring". Lin Piao, indeed, would have envied the breathtaking speed with which the revisionist tendencies asserted put a dominant role in comparative studies.

The school's founding dean, Professor Daniel Davis, wrote in 1964, "that we can truly see our own society and our own cultures only when we cease to take them for granted". He added: "We cease doing so when we look at them from outside, from the vantage-point of a foreign society, a foreign culture." So, within a rigorous subject framework, the literature or politics of Britain would be compared with the literature or politics of Russia, Latin America or North America.

The school's common first year initially comprised an introduction to aspects of the contemporary world and a course on "the Enlightenment" (1688-1815). The latter was the larger part of the course and, according to Collier, "a kind of prolonged flashback to the time when the roots of the modern world first became visible and identifiable". Discipline and area specialization would be chosen at the end of the first year.

By 1969-70 the school, in its original conception, was dead. The two language-based areas, Latin America and Russia, failed to attract large numbers of students. (Essex's misfortune is that modern students are uninterested and poorly equipped in languages and mathematics, the central tool subjects designed to unify the university.) At the same time, competing interests intruded on the original design.

Sociology was admitted to the school as a third subject, inadequately indoctrinated and critical of the eighteenth-century emphasis of the first year. Next an art department was created, itself an aborted school of creative arts, and unable to provide adequate specialist area options. Language, intended originally as a service department, was permitted to introduce its own degree scheme. Literature, from 1969, introduced an "English and European" degree scheme, based overwhelmingly on the study of English literature.

Ironically, Essex delayed establishing a history department until 1972 precisely because the historians were seen (rightly, if the experience of new universities is a guide) as the biggest potential source of such subversive tendencies.

Now, the school has four times as many syllabuses as it started with, less than half the students are following courses involving any of the foreign areas and the virtually single-subject literature degree is the dominant degree scheme. As in all the new universities, few students carry out their intentions of taking joint degrees—in 1974-75, 30 out of 56 students who had said on entry, they would take joint degrees transferred to single-subject courses in the second year.

Half the first-year work comprises either an introductory course for area specialization or a subject-based course. The enlightenment is the sole survivor of the old common first year. And it is a source of much dissatisfaction among both students and lecturers. "It's badly planned", said a student. "You get lecturers who are supposed to introduce it talking about the end of the Enlightenment."

A young lecturer—"conned", I was later told, into teaching the course—said that "it wastes my energies and abilities" and he doubted that there was ever an Enlightenment, anyway. The laconic judgment of Marcel Tatham, the current school dean, was that "about half the students cotton on to the course". He added that, though lecturers habitually complained that the course was outside their normal fields, it was a good thing to put them in the position of learners. "The trouble is that students come expecting lecturers to pontificate and they find it hard to cope."

Simon Collier quotes Thomas Carlyle as an epitaph for comparative studies: "A constitution can be built, there are constitutions enough à la Sieyes; but the frightful difficulty is that of getting men to come and live in them." The temptation is to apply that comment to Essex as a whole.

Nevertheless, Professor Blondel's working party thought it worth mounting a rescue operation for Essex's founding ideals, even though it found the university "profoundly divided" on the value of schools, as well as on the first year courses. It encountered a "counsel of despair" in which it was egued that the university, particularly in view of its relative unpopularity, could not make a practical stand against the specialization that was deeply rooted in the schools.

The report, however, stated: "The case for maintaining specialization for those students whose clear wish is to specialize is strong; but this choice should be exercised only after they have been able to appreciate more fully the discipline which they wish to study by being confronted with neighbouring disciplines in which they might also have an interest; this has always been part of the rationale of the common first years—and the point should be restated and indeed strengthened."

To some extent, Essex can provide opportunities to study adjacent subjects within departments. Though the departments are few, large and powerful, they are broadly based. "A large department can make efficient appointments", said Professor Proudman. "And that can be a more effective way of cross-fertilization."

Sociology includes social historians, social psychologists, lawyers, former mathematicians and former philosophers. Engineering has lecturers with medical qualifications. The members of the history department were originally in literature. The core course in sociology, combining philosophy, theory and methodology, is an example of the kind of integrated course that can arise in a broad-based department.

But, at undergraduate level, Essex's two major attempts to bring traditional subjects together in a new relationship have largely failed. The first was comparative studies. The second was the attempt to relate mathematics closely both to the physical and social sciences, in such courses as mathematical economics, mathematics and politics, mathematical computation and mathematical chemistry. In recent years, these courses have recruited barely half-a-dozen students between them and one variant, mathematics and sociology, is no longer listed in the current prospectus.

The problem, of course, has been the decline in the number of students with an understanding of or liking for mathematics. With so many of its lecturers having an interest in the applications of mathematics to their own subjects, Essex must be one of the most mathematical universities in the country and the mathematics department itself is one of the few with its own laboratories. "We are a mathematical university without many mathematical students" said Professor Proudman. "We have had to realize our aims in this field mainly in research and graduate work."

No account of Essex can be complete without some discussion of its extraordinary buildings. A university of 3,000, on a site envisaged for 15,000, inevitably has its difficulties. But, if the gaping holes of Warwick's campus seem aesthetically untidy and inconvenient, the tight concentration of the Essex buildings, stranded in the middle of spacious Constable country, seems utterly absurd.

The visitor enters through the bowels of the institution, through a dank, threatening passageway of pipes and delivery points, from which you climb to the light of day, more in hope than of expectation of emerging at some point close to your intended destination. There is no front door, only a tradesman's entrance. And Essex's lake, ducks and greenery are in a limbo outside the main complex of buildings, so that most visitors are unlikely even to notice them. The total effect is as if someone had built an underground railway network in Melton Mowbray.

The university architect described his buildings as "an experiment in simple industrial facades to enclose the maximum amount of space". The result is as dull as it sounds. Professor Townsend, as pro vice-chancellor (social) is in charge of an attempt to brighten up the campus. Coloured panels, pavement chessboards, plant life, concrete sculpture and murals are appearing among the grey concrete. The well of Barclay's Bank is to acquire a phoenix.

But the major weakness of the Essex buildings is not their drabness but what has been described as their "deliberately weak spatial symbolism". Stan Cohen, professor of sociology, said: "There is no physical heart to the place, nowhere that you can say that life is going on." The Annan Report commented: "No student or staff member really feels that 'here' is where he belongs, works, has his home and his loyalties. Some departments are corridors with no identity except a different coat of paint."

As a long analysis in the *Architects' Journal* in 1972 pointed out, the campus lacks most natural social meeting-points, places to encounter people by chance, to linger, to congregate and to talk. Designed like a small Italian hill town with medical qualifications, the advantage of being in an English, not an Italian, climate. (And are architects never told that the academic year covers only a fraction of the English summer?)

For all visitors, most students and even some founding professors, Essex is impossible to find your way around. Seeking out sociology, you may end up at the chemistry delivery point, in danger of being locked up in a laboratory cupboard. Confidently assuming that room number 4S.N. 6A is round the next corner, you are likely to collide with a brick wall. So inscrutable is the room-numbering system that, "in response to repeated requests from readers", the university paper recently published a 300-word explanation of it. Among other advice, it enlightened the university's members that a two-part numbers are really three-part numbers".

"I've no idea what goes on over there", said a professor, waving vaguely at a building standing directly outside the window of the office that he has occupied for 10 years. Essex is a university that lacks fixed points of reference. It was founded with no rules and no barriers, with young subjects and young men.

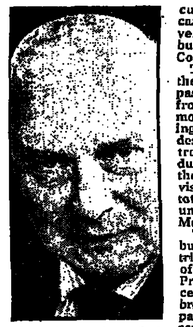
Dr Sloman, on his appointment, was the youngest vice-chancellor in British university history. Its academic stars—Professors Davie, King, Blondel, Townsend, MacIntyre and Lipsey—were all under 40 when appointed. Its history, so far, is largely that of a search for identity, security and stability. That search will continue for years to come.

Sloman

"Use the Montgomery technique. Attack on a narrow front and where there is a breakthrough, go hell-bent ahead. The one-storey British university with graduate studies as a kind of excrescence will have to be replaced with a two-storey structure."

Annan

"Essex may be unusual in demanding from young lecturers evidence of completed research within five years of employment. For some young lecturers in the humanities this is a tall order and if they throw themselves into teaching they can find themselves prey to conflicting interests."



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NOTICE BOARD

Chairs

Universities

Dr R. E. Alison, director of the Transport Operations Research Group, University of Newcastle upon Tyne, has been appointed to the chair of transport studies, University College, London.

Dr R. J. Berry, lecturer in the Sir William Dunn School of Pathology, University of Oxford, and head of the Neutrons and Therapy-Related Effects Laboratory, MRC Radiobiology Unit at Harwell, has been appointed to the chair of oncology, Middlesex Hospital Medical School.

Dr T. L. Blundell, lecturer in the School of Biological Sciences, University of Sussex, has been appointed to the second chair of crystallography, Birkbeck College, London.

Dr J. A. N. Corsellis, consultant neuropathologist at Runwell Hospital, has been appointed to the chair of neuropathology, Institute of Psychiatry, University of London.

Professor M. J. Hillier Smith, Professor of biochemical pharmacology, King's College Hospital Medical School, has been appointed to the chair of chemical pathology.

Colonel Gerald I. A. D. Draper, reader in law at the University of Sussex, has been promoted to a chair of law studies at the university.

Dr W. L. G. McKie, senior lecturer in land economy and planning studies, University of Nottingham, has been appointed to the chair of town and country planning, Queen's University, Belfast.

Dr F. J. J. Cadwallader, at present senior lecturer in the Faculty of Laws University College London has been appointed to the third chair in the department of law at UWIST.

Appointments

Universities

Aston
Senior lecturer and senior tutor: Dr A. J. Cox. Senior lecturers: Dr J. W. Gaskarth (geological sciences); Mr L. S. Foot (civil engineering); Dr G. B. A. Veitch (pharmacy). Visiting senior lecturers: Dr T. J. Bradley (pharmacy); G. M. Luck (management centre). Lecturers: Dr J. S. Ashworth (geological sciences); H. J. Fourcade (pharmacy); M. R. Harris (civil engineering); Dr A. Kemsley (ophthalmic optics); Dr L. S. Levy (safety and hygiene). Visiting lecturer: R. Flanagan (building). Tutors: A. W. Foster (social sciences); W. H. Jones (management); V. N. Whittaker (engineering). Research fellow: Dr S. S. N. Okeke (electrical engineering).

Birmingham
Head of department: Professor J. D. Stewart (local government and administration).

Bristol
Promotions to senior lecturer: Dr M. G. Smith (arts); Dr K. C. Allen (botany); J. S. E. David (veterinary surgery); J. Garrad (social work and administration); N. J. Stephenson (education); J. A. Farrill (adult education); Special lecturer: P. C. Barrow (administrator in biochemistry).

East Anglia
Pro-vice-chancellor: Professor M. J. Fraser, School of Chemical Sciences at the University of East Anglia.

Edinburgh
Fellows of the Royal Society of Edinburgh: Professor J. T. Coppock (geography); Dr J. E. Dale (botany); Dr R. J. Donovan (chemistry); Professor A. P. M. Forrest (clinical surgery); Dr K. James (surgery).

Manchester
Director: O. Ashmore (extramural studies).

Oxford
George Eastman visiting professorship: C. Tanford, Professor of physical biochemistry, Duke University has been appointed to the professorship for the academic year 1977-78 and Mr C. Geertz, director of the school of Social Science, Institute for Advanced Study, Princeton, has been appointed to the professorship for the academic year 1978-79. Postmastership in physiological sciences: R. Brown.

Nellie Wallace lectureship: J. Vidal-Nequet, directeur d'Etudes of L'Ecole Practique des Hautes Etudes, Paris. Myres Memorial lectureship: J. K. Campbell, Fellow of St Antony's College, Oxford.

St Andrews
Promotions to senior lecturer: Dr J. C. Amson (pure mathematics); Dr C. D. S. Field (music); Dr C. A. Vincent (chemistry).

Salford
Lecturers: B. Henderson-Sellers (civil engineering); Dr E. H. Pardoe (electrical engineering); H. J. Hunstock (modern languages); E. M. Young (sociological and political studies).

Surrey
Vice-chancellor: Dr Anthony Kelly, at present Deputy Director in charge of the Materials Group, National Physical Laboratory.

Wales
Reader: Dr A. J. Ryder (history).

UWIST
Director: Dr A. A. Robinson (computing).

York
Research fellows: N. R. Baker (biology); J. M. Pearce (psychology); L. Corina, C. Crosby, P. M. Collis (reappointed, social administration and social work); A. Hedge (half-time, York Centre for Continuing Education for the Building Professions). Senior visiting fellow: K. Stewart (physics). Assistants: M. Bamberg (German); M. A. Hintze (French). Research fellow: C. A. Peterson (biology). Provost: Dr R. A. Reid (Alcuin College). Computing assistant: A. T. Gilbert (temporary computer science).

Polytechnics

Lanchester
Dean: Mr D. C. Broadhead, formely acting Dean of the Faculty of Art and Design at Lanchester Polytechnic.

Sheffield
Deputy principal, D. Thacker. Assistant principal: Sir J. S. Rowlands (personnel); A. R. Corbett (student affairs).

Overseas

Dr Benjamin H. Shearer, chancellor of the University of Singapore, has been reappointed for a further period of five years.

General

Royal Institution of Great Britain
Five new members have been appointed to the committee of managers; Sir Paul Chambers, Sir Brian Flowers, The Earl of Salsbury; Dr A. McLaren and Sir Harry Melville. President: The Duke of Kent. Treasurer: D. P. Thomson.

Honorary degrees

Loughborough
DSc: Professor B. Metz, department of applied physiology, University of Strasbourg.

DTech: Sir Arnold Hall, chairman and managing director, Hawker Siddeley Group Ltd; Mr G. N. Hounsfield, head of medical systems section, Central Research Laboratories, EMI Ltd.

LittD: Lord Plowden, chairman, Tate Investments Ltd; Lady Plowden, chairman, Independent Broadcasting Authority.

MA: M Andre Argant, Mayor of Epinal, France; Rev Father A. J. Bevil, Roman Catholic chaplain to the university; Mr J. H. Middleton, University secretary.

MTech: Mr J. P. Tucker, former president, Past Students' Association.

Ulster
LittD: Rev R. R. Davey, former Moderator; Mr T. Carrymeela Community; Dr R. F. Mellon, director of the Ford Foundation Trust Rt Hon the Lord Howe of Aberavon; Rt Hon Sir Edward Boyle, Lord Boyle of Handsworth, former chancellor of the University of Leeds.

DSc: Sir A. W. Morrison, vice-chancellor of the University of Bristol.

Noticeboard is compiled by Myrna Monsurate and Patricia Santinelli

Open University programmes May 15 to 21

Saturday May 15

BBC 2
7.40 Mathematics foundation course: Living Shape (first prog) (M101; prog 15).
9.05 Arts foundation course: Gods and Heroes (A100; prog 17).
9.30 Topics in pure mathematics: Topology 1 (M352; prog 14).
9.55 New trends in geography: Recreation and Industrial Relocation (D351; prog 7).
9.20 Coupling and computers: Controlling (T292; prog 11).
9.45* Ecology: Biological Control (S303; prog 10).
10.10 Curriculum design and development: Rivers Grove School (E203; prog 7).
10.35 Linear Mathematics: Quadratic Forms (M201; prog 13).
11.00 Historical study and the social sciences: The Patterning of the Vote (D301; prog 4).
11.25 War and Society: Organisations of Peace (A321; prog 7).
11.50 Geology: Granite and the Plutonic Question (S355; prog 7).
12.15 Comparative government and politics: Inequality, Politics and India's Democracy (D351; prog 7).
12.40 Engineering design: Adaptive Systems (T251; prog 7).
13.05 The nineteenth-century novel and its legacy: A View of Middlemarch (A363; prog 7).
13.30 Conservation: Physiology: Plant Growth and Differentiation (S254; prog 7).

RADIO 3 (VHF)
6.00 Patterns of normality: Health and Illness (D302; prog 13).
6.30 Urban development: Discussion Programme (D301; prog 13).
6.45 Jane Brongs: topics and methods: Theory and practice (E353; prog 7).
7.00 Thought and reality: Control theories in man's environment (D301; prog 13).
7.30 Elementary mathematics for science foundation course: Logic: Intuition and the fundamental theorem of calculus (M100; prog 11).
7.40 International politics and foreign policy: International relations (D351; prog 8).
8.05 Science foundation course: The Chemistry and Structure of the Cell (S100; prog 14).
8.30 Systems behaviour: A Local Government System (T341; prog 7).
8.45 Analysis: Differentiation 2, Some Applications (M351; prog 8).
9.00 Principles of chemical processes: Pipeline Production (T251; prog 7).
9.25 Reading and work: Embalmers (A261; prog 7).
9.40 Methods of educational inquiry: An Introduction to Interviewing (E341; prog 4).
9.55 Personality and Assessment: Goals and Goal Conflict (D341; prog 7).
10.10* Science and belief: from Copernicus to Darwin (AMB363; prog 8).
10.35 Industrial relations: Multinationals (D301; prog 5).
10.50 Problems of philosophy: Do We Know What Knowing Is? (A303; prog 11).
11.05 Social psychology: Identity (D305; prog 5).
11.20 Management in education: ODL Management Systems (E352; prog 7).
11.35 Language and learning: Teachers and Pupils Talking (E202; prog 7).
11.50 Industrial relations: Multinationals (D301; prog 5).
12.05 Mechanics and applied calculus: Fields in Mechanics (M351; prog 7).
12.30 Telecommunication systems: Adaptive Systems (T251; prog 7).

BBC 2
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NORTH AMERICAN NEWS

Five thousand researchers in education from throughout the United States have been attending the sixtieth annual meeting of the American Educational Research Association in San Francisco. Ian Anderson reports

Fall-off in basic courses weakens 'more jobs' case

A substantial swing away from prescribed courses may have weakened the academic case for greater employment opportunities for academics, the advance report of a nation-wide study on student enrolment trends has suggested.

The report claims that since 1967 there has been a 10 per cent drop in the proportion of basic or general education courses in student undergraduate programmes.

The subjects which showed the largest drop, in enrolment were English, foreign languages and mathematics.

Instead, students have increased freedom in their choice of courses: a 10 per cent rise has occurred since 1967 in the number of electives which make up the typical undergraduate degree. A major area of study still comprised about one-third of the typical degree.

"To the extent that there has been an appreciable increase in student freedom of choice it appears as if control of the curriculum, which had evolved over the past half-century from administrative edict to faculty decision, has been abandoned by academics", the report comments.

"Overall, the final course-taking pattern for the degree shows significant increase in depth and concurresponding diminution of breadth."

The study, financed by the Carnegie Council on Policy Studies, is to be published in book form later this year; the preliminary results were presented to the meeting by Clifton Conrad from the University of Denver.

The study compared the academic years 1966-67 to 1973-74. Based on Carnegie Commission classifications, 18 categories were used from complex research universities to two-year institutions; the sample represented at least 5 per cent of the total number of United States institutions within a particular category.

The report says that the average general education requirements in a degree have fallen since 1967 from 43.1 per cent to 33.5 per cent in four-year colleges and from 58.7 per cent to 53.8 per cent at two-year colleges.

The structure of general education has also changed: there are less mandatory subjects and instead a greater selection from a specified set of subjects. In four-year colleges in 1974, prescribed courses represented 28 per cent of general education requirements; this was 50 per cent in 1967.

Each major disciplinary area—humanities, natural sciences, and the social sciences—has registered a decline. The number of institutions requiring English, a foreign language and mathematics as part of each student's general education declined appreciably—from 90 per cent of the institutions to 72 per cent for English, 72 to 53 per cent for a foreign language, and 33 to 20 per cent for mathematics.

President of Boston to stay on

from Angela Stent

CAMBRIDGE, MASS

Boston University has been in turmoil for the past month as faculty and student attempts to remove its controversial President, Dr John Silber, have come to a head. After conducting a concerted campaign on his own behalf Dr Silber has won a reprieve. However, the issue has received national attention and has highlighted the problems of reconciling efficient administration with conciliatory leadership in a time of financial crisis in academia.

President Silber came to Boston from the University of Texas in 1970. It is generally agreed that he has increased the viability and prestige of the private 23,000-student campus with its relatively small endowment of $25m. He has also achieved prominence as an educational innovator with iconoclastic views on how to reform higher education.

His rather acerbic and, some charge, autocratic style of leadership has made him unpopular, however. Things came to a head in December when President Silber announced budget cuts, including the dismissal of 90 untenured professors, and indicated that tenured faculty might eventually also be dismissed.

Reaction was overwhelming. The students were the first to call for President Silber's resignation at the beginning of April, closely followed by 10 of the university's 15 deans, who asked the board of trustees to remove him on the grounds of "academic and budgetary mismanagement".

It was assumed that the Boston University Trustees would endorse the student and faculty wishes. However, Dr Silber, admitting "my warts, my defects, my idiosyncracies", conducted a furious campaign. Claiming that, under his management, the university had accumulated almost $12m in new reserves and $7.5m in endowment, emphasising that he had no intention of resigning.

The trustees finally reversed the votes of no confidence and expressed qualified support of his competence. They voted to retain him as President, but introduced a new administrative structure. This consists of a university administration headed by a three-man committee designed not only to remove some of the day-to-day operating responsibilities from his jurisdiction, but also to give the trustees much closer supervision of the university.

Although this new structure is designed to give both the trustees and the faculty more say in the running of the university, there is considerable scepticism among many professors about Dr Silber's ability to delegate responsibility. One faculty member said he was "not sure the trustees understand the magnitude of his creativity when it comes to retribution".

Top aide resigns 'to send sons to college'

from Thomas Cahill

NEW YORK

Mr Terrel Bell, United States Commissioner of Education, has resigned because his salary is not enough to enable him to send his children to college. The resignation is another confirmation of the growing apprehension among middle-class parents about their continued ability to pay for their children's college education.

Mr Bell, the second-ranking education official in the Federal Government, said in a letter to his superior, Dr F. David Mathews, Secretary of the Department of Health, Education, and Welfare: "I will soon have three sons entering college, and the financial aspects of my employment will be particularly important over the next few years."

As Commissioner of Education, Mr Bell earns $37,800 a year. In his new job—as Commissioner of Higher Education for the State of Utah—he will get $48,600 annually.

But if Commissioner Bell found he would not be able to pay for his sons' higher education on $37,800 a year, the prospects for other Americans—among whom the median income for a family of four is less than $15,000 a year—are dark indeed.

According to the *Low Tuition Fact Book—1976*, published by the American Association of State Colleges and Universities: "the rate of full-time college going is declining among low- and middle-income families. This is true even though the number of college students is increasing every year."

Census data clearly indicate that the percentages of students going to college have been falling. Between 1969 and 1973 there was a 20 per cent drop in the percentage of 18-to-24-year-olds from families earning less than $15,000 going on to any college on a full-time basis. During the same period there was an 8 per cent drop in the percentage of students going to college full-time from families earning more than $15,000.

According to the Bureau of Labor Statistics, in 1974 a typical family of four with pre-tax income of $14,333 would have about $662 left over for education and other "miscellaneous" expenditures such as recreation, reading material, alcohol, tobacco and so forth.

Since the costs of necessities—food, housing, clothing and transport—have risen at a faster rate since 1973 than salaries and wages, most families are now relatively worse off in terms of ability to come to pay for a college education.

Even an extraordinarily generous family in the median income range will now find it difficult without grants or loans—to put even one child to a four-year public college. As of September, undergraduate at a four-year public college will be $621 a year, if one can live at home; $2,700 if one must board at the college.

Obviously Mr Bell could afford these prices even at his current salary. What he might not be able to afford, however, would be to educate his three sons at prestigious Ivy League institutions, undertaking that could easily cost him more than $7,000 a year.

Since 1970 the average cost of attending a private four-year college has risen by 54 per cent. The rise in costs at many public institutions has been close to 100 per cent (*THES*, April 23).

Many observers fear that a higher education becomes too expensive for many who would formerly have gone on to college as a matter of course, we are risking the end of the upwardly mobile society, the end really of the "American Dream" itself. If access to education is gradually also an individual economic and social prerogative becomes increasingly unlikely

Dr David Mathews, Health, Education and Welfare Secretary, who is to lose his principal assistant.

Campuses like 'business firms'

American educational institutions were behaving more and more like business firms, the meeting was told.

Larry Iuzzi, from Pennsylvania State University, and Howard Miller from the New Jersey State Department of Higher Education, said this was happening as colleges and universities were being "impelled by unique forces" such as declining public confidence, a concomitant deceleration of enrolment growth, cries for better accounting of dollars spent and a perverse widening of the cost-income gap.

"Institutional offices of development, newly recruited treasurers, and revamped admissions offices are casting about phrenetically in a shallower pool of dollar resources.

"By far the most overt response are the development of

Low priority for education

Educational research is low down on the list of variables that determine the education programmes of Congress, the conference was told. And the poor presentation of research findings to Congressional decision-makers contributes to its lack of influence.

These observations were made by Dr Jack Duncan, counsel for the House Select Sub-Committee on Education, and Dr Robert Andringa, minority staff director of the House Committee on Education and Labour.

They said that educational researchers should find out who these people were and direct their research findings to them.

Too often, Dr Andringa said, research results were too long, lacked colour, and were full of jargon. Congressmen, with hundreds

Stanford awards pay increases for 'good teaching'

Dean's awards for teaching are to be given to 10 to 15 faculty

New Princeton Institute head

The renowned Institute for Advanced Study at Princeton, New Jersey, has chosen Dr Harry Woolf, provost of Johns Hopkins University as its fifth director.

The institute, an oasis of pure scholarship, where professors have no fixed duties, no classes and no students, is situated in the same town as Princeton University, but has no formal connexion with it.

Predecessors of the current faculty include Albert Einstein, Hermann Weyl, John von Neumann, Erwin Panofsky and J. Robert Oppenheimer, who served as the institute's third director.

Directing an institute of such

Grade 'A's go up 100 pc

The percentage of top grades of "A"s given to undergraduate students has more than doubled in major United States universities since the mid-1960s, according to a survey at the University of California at Berkeley. The proportion of A grades has dropped by about half in the same 10-year period.

But the upward trend may be on the way down as experiments in innovation in grading systems pay off, the survey suggests.

The survey was conducted by the director of Berkeley's Office of Institutional Research, Dr Sidney Suslow, for the university's Graduate Council and its College of Letters and Science. Both groups requested the survey as they were concerned about the impact grade-creep might be having on admissions to Berkeley's graduate programmes.

The stimulus for the change may have been student activism beginning in 1964, followed by faculty reactions, and assisted by intensified student competition for graduate and professional places in the early 1970s", Dr Suslow said.

Some institutions' surveys suggested that grading was easier during the draft for the Vietnam war, presumably to help possible draftees in college.

The survey indicated that A grades increased from a range of 13 to 18 per cent in the early 1960s to 24 to 34 per cent in 1974.

It's Dr Frank

Frank Sinatra is to be awarded an honorary degree by the University of Nevada Las Vegas later this month. The Doctor of Humane Letters is being granted in recognition of Sinatra's help in raising $7m for scholarships for the university.

Black females earn most

Given equal credentials, black females in higher education usually receive a salary that is higher than that of white females, according to economists meeting in Washington.

The economists, Howard Tuckman, associate professor, James Gaplinski, associate professor, and Robert Hagedorn, graduate student, based their claim on the analysis of data compiled by the American Council on Education in 1972-73 as part of a national cross-section of faculty. They analysed returns from 16,421 faculty of whom 15,161 were male and 1,260 female.

According to their analysis, skilled academics with a back-ground in quantitative disciplines, such as economics, engineering and mathematics, receive the highest salaries. The average salary for white males is $20,697; black females $21,645; black males $21,242.

"Administrators receive higher salaries than either counselling teachers or those in public service, although well-published researchers earn as much or more than the average administrator by the economists told the meeting.

Denmark

Two votes win reprieve for controversial college

from Mike Duckenfield
Scandinavia correspondent

STOCKHOLM

The unprecedented mass expulsion of 203 second-year students who refused to sit exams at Roskilde University Centre has sparked off widespread disruption of Danish higher education and brought the six-year-old experimental institution to the brink of closure and the minority Social Democrat Government to the point of resignation.

Only after a day-long debate in the Folketing (Parliament) last week was continuance of the centre guaranteed, and then only by 79 votes to 77.

Last week's events brought to a head discontent with Roskilde which had been mounting since complaints last summer by teachers and the centre's first rector, Professor Erling Olson, that academic standards were too low.

In response Mrs Ritt Djerregaard, Education Minister, said studies in future should be more formal with fixed courses rather than project work, and exams should be assessed externally, bringing the centre into line with the rest of Danish higher education.

Last December Mrs Djerregaard, who felt that the reorganization was not proceeding fast enough, got Parliament to agree to the suspension of the centre's normal administration and replaced it with a three-man rectorate of non-educationists directly responsible to the ministry.

New examinations, announced in January to assess the newly introduced obligatory course work, met with a storm of protest. Students complained that not only had the examinations been sprung on them halfway through their studies but that the course work would leave them less time for completing project work—the basis of studies during the two-year foundation course.

At the beginning of last month 203 students affected by the changes refused to sit the examinations and when negotiations with the three rectors failed, Mrs Djerregaard took the unprecedented step in Denmark of expelling the rebels.

The expulsions provoked protests from academics, who disliked the precedent, lawyers, who claimed it was illegal, and students throughout the country, between 10,000 and 15,000 of whom boycotted classes and held mass meetings.

The examination assessors assured students that they would put little weight on examinations for the course work, only requiring a "token knowledge in coming to their final evaluations. However, the students refused to consider the proposal unless the rebels were reinstated and, in a complete *volte face* the day before the debate, Mrs Djerregaard agreed.

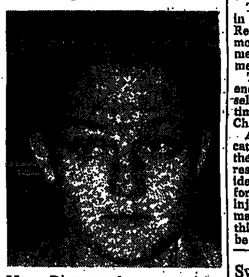
Roskilde has been the problem child of Danish higher education since it started teaching four years ago. Established as an alternative to traditional degree-granting institutions such as the universities of Copenhagen and Aarhus, the university centre concept emerged following an intensive debate on the future of higher education in the late 1960s.

The principal reasons for launching the centres, first at Roskilde, 20 miles west of the capital, and then in 1974 at Aalborg in northern Jutland, were to relieve student pressure on educational facilities in the greater Copenhagen area, create extended opportunities for transfer between courses, promote interdisciplinary studies and ward off the continued gravitation towards traditional degree courses lasting between five and six and a half years.

The new institutions were to be similar to American junior colleges, offering a preparatory pre-degree education, but also with the later options of three-year degree courses.

Democracy and the abuse of it has been a central problem at Roskilde, but there have been others. The higher education system as a whole is facing a major crisis because of large-scale graduate unemployment, unsatisfactory course alternatives, political distrust and dwindling funds.

Following the Parliamentary vote it is still unclear exactly what changes will now take place at Roskilde. However, in a television interview Mrs Djerregaard said the recent administrative arrangements will continue despite the resignation of one of the three rectors. In the long-term Roskilde's future cannot be guaranteed.



Mrs Djerregaard: reorganizing Roskilde.

Republic of Ireland

Technological splits widen

from Peggy Barlow

DUBLIN

The Government's plans for the development of technological education under the Regional Technical Colleges (RTC) programme—the expansions in the two cities involved—Dublin and Limerick—veered in sharply different directions.

In Dublin the Vocational Education Committee, which controls five colleges responsible, become the core of the new Dublin National Institute for Higher Education, concluded a unilateral agreement with the authorities of the University of Dublin (Trinity College, Dublin) which, in turn, accepts the proposed path of development of the Dublin NIHE.

And in Limerick the governing body of the Limerick National Institute for Higher Education found itself in the throes of a major controversy about degree validation with the National University of Ireland.

The Dublin VEC agreement with TCD allows for a wide range of degree, of cooperation and exchange, including the mutual availability of degrees and diplomas. In effect it steals a march on the Dublin NIHE, which, at present has a governing body but no physical existence, and is strong evidence that the VEC will be slow to relinquish its control of the institutions concerned to the NIHE.

The VEC view is that its framework is adequate to allow for the expansion of the institutions concerned as autonomous bodies without breaking up the basic structure. If this argument is accepted it leaves the proposed NIHE with little more than a vestigial role.

Such a development would be viewed with some concern by the Government unit set by the Higher Education Authority, which is, at the moment, in the process of evaluating the Government decisions and studying their implications.

In Limerick, where this year's first-year students are now only some seven weeks away from their expected appointment, there was also a strong reaction to the NUI decision not to award honours degrees, and to create two new degrees for the Limerick students—a Bachelor of Commercial Science and a Bachelor of Technology.

Students, staff and a politically powerful local community have been trying a great deal to pressure to bear both on the NUI and on the Minister for Education to soften the NUI attitude, but so far without success.

Italy

Left prepares to woo graduate jobless

from Patricia Clough

ROME

Graduate unemployment and university reform look certain to be among the issues on which the campaign for next month's crucial Italian elections will be fought.

The frustration and discontent among jobless university and school leavers is seen as an important political, as well as social, question and parties, particularly on the left, are expected to contend energetically for their vote.

Graduate unemployment has been particularly severe since the universities were thrown open in the 1960s to anyone who had completed their secondary education. The resulting collapse of standards and over-abundance of graduates meant that a degree was no longer the passport to social advancement and professional success that many students—often from lower socio-economic levels—had hoped.

The Christian Democrats, who have ruled Italy since the war, are expected to be accused, with their centre-left allies, of failing to produce the university reforms promised ever since the 1968 student revolt.

Several reform Bills have been presented to Parliament and then shelved. The only progress has been a package of short-term measures, only partially successful, to alleviate the more immediate problems such as understaffing, and a Bill approved in March to finance university building.

The problems at the universities were raised unexpectedly last month (*THES* April 23) by the Communists who—apparently with an eye to the elections—presented a university reform plan of their own.

The Communist plan was striking in its similarity to past Government Reform Bills, with its stress on more democratic university government and reorganization on departmental lines.

The main difference was its insistence that professors devote themselves to their university work full-time, instead of part-time as the Christian Democrats would prefer.

At the same time Communist education experts let it be known that they did not exclude the idea of restricting university intake. This idea has been shunned by all parties for years as the height of social injustice, even though privately many politicians admitted that something on these lines will have to be done sooner or later.

Switzerland

Rectors oppose centralization White Paper

from Patrick Czajkowski

GENEVA

Opposition to the Federal Government's White Paper on higher education (*THES*, April 30) has been growing in both academic and political circles.

The Conference of University Rectors has called for more university autonomy and the University Research Society and the Swiss Association of Young Researchers have both argued against the fact that the universities themselves are allowed only a minor role in the Government's projected coordinating department.

In particular, Government opponents say that the White Paper puts forward the idea that Federal finance should be given separately to the universities and to research projects.

Political parties have also achieved a unanimity of outlook. The Right-wing Swiss Democratic Liberal Union has underlined the weak constitutional base for the White Paper and warned the Federal Government against assuming powers not provided for by the Constitution.

The Swiss Socialist Party, on the other hand, has rejected the White Paper on the grounds that it does not go far enough towards meeting the needs of higher education throughout Switzerland.

Douglas Morrison reports from Mozambique on how the country's only university is being transformed into an organ of the revolution

'Science must serve the people'

MAPUTO

Mozambique, ten months independent, is a country in transition from Portuguese colonial rule to a full-blown socialist people's republic. Its only university, in Maputo, formerly Lourenço Marques, used to produce an elite, almost exclusively white, which would maintain that colonial system. Now it is being radically restructured.

Samora Machel, Mozambique's President, stated the aims of Frelimo education in 1972: "The principal task of education is to instil the advanced scientific, objective and collective ideology which enables us to progress in the revolutionary process.

"We need a consciousness of responsibility and collective solidarity free from all individualism and corruption. We have to acquire a scientific attitude, open and free from the dead weight of superstition and dogmatic traditions. What we want is a revolutionary mentality which uses science to serve the people."

This philosophy still applies and explains the emphasis on scientific and practical subjects—out of 1,304 full-time students only 113 are in the faculty of letters.

It also explains why the university rector, Professor Fernando Ganhao, is a coopted member of the Frelimo central ruling committee, and the presence in all faculties of *grupos dinamizadores*, whose function is similar to that of political commissars in other socialist states: the revolutionary mentality has to be inculcated in academics, too.

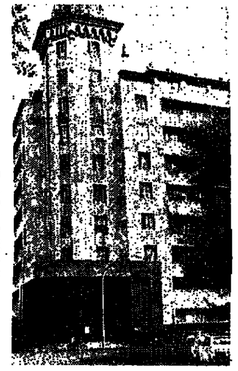
I asked Senhor José Manuel Bucuilato, the university's secretary, if, with the exodus of staff before and after independence, replacements who would suit the new approach had been hard to find.

He said that, at most, 15 per cent of staff had left and that replacements of at least their calibre had been found. Among them were English, Swiss, Italians, Danes, Dutch, Poles and Portuguese. Even Americans would be acceptable if they had the right ideological approach. Full-time staff at the moment number between 250 and 300.

The percentage of losses he gave contrasts with much higher estimates from other sources but he was adamant that they were no higher than 15 per cent. A much greater percentage loss has occurred in student numbers. Last August 800 were estimated to have gone and it is likely that more have departed since—the academic year begins in February. Most students and staff went to Portugal and South Africa, and some to Brazil or Rhodesia.

In an effort to increase student numbers a one-year preliminary course has been started, intended for those who did not pass the full entry qualifications. 15 year-old students are picked to go into the country and make practical use of their knowledge, or, at least, act as teachers in the education service.

They do this during term but particularly during the mid-year vacation, when they have to spend a month in the country, and at the year end break.



University of Maputo.

Their only research being done is on curriculum reform, at the pedagogical institute. Courses left by the Portuguese had entirely the wrong bias and had to be reassessed as to the best way of suiting them to the needs of the country, said Senhor Bucuilato.

Financially the university was sound. Its libraries and laboratories were well-equipped and it was not short of accommodation for teaching. The Government grant for 1975 had been about £4m and he did not anticipate asking for more in 1976: in line with other sectors tightening their belts in present economic difficulties the university could not press for more than its fair share.

However, teaching salaries are not being reduced as part of the economic effort. Professors get about £600 a month and lecturers about £300.

One area where resources are short is in English. Teaching materials, including books, are scarce, and an approach has already been made to the British Embassy in Maputo for aid.

Because the Frelimo ideology is firmly based on a desire to liberate the country people of Mozambique there has always been an element of distrust of any educated elite which might turn away towards its own full entry qualifications. Twenty bachelor of science students are picked to go into the country and make practical use of their knowledge, or, at least, act as teachers in the education service.

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Spain

Academy speech—40 years on

from William Chislett

MADRID

Salvador de Madariaga, the grand old man of Spanish letters and one of the country's most famous political exiles of the Franco era, gave his inaugural speech as the Spanish Royal Academy last week—40 years after being elected to his chair.

Don Salvador, who returned to Spain just over a month ago and is the first literary and academic "exile" to come back since Franco died in November, was formerly professor of Spanish literature at Oxford.

Among those who heard him speak on "Beauty in Science" were Andres Segovia, the guitarist, and Professor Walter Starkie, author and scholar who, by virtue of his membership of the Irish Royal Academy, is a corresponding member of the Spanish body.

During the Spanish Republic in the 1930s he was in turn ambassador in Washington and Paris, Education and Justice Minister and Spain's representative at the League of Nations.

NORTH AMERICAN NEWS

Five thousand researchers in education from throughout the United States have been attending the sixtieth annual meeting of the American Educational Research Association in San Francisco. Ian Anderson reports

Fall-off in basic courses weakens 'more jobs' case

A substantial swing away from proscribed courses may have weakened the academic case for greater employment opportunities for academics, the advance report of a nation-wide study on student enrolment trends has suggested.

The report claims that since 1967 there has been a 10 per cent drop in the proportion of basic or general education courses in student undergraduate programmes.

The subjects which showed the largest drop, in enrolment were English, foreign languages and mathematics.

Instead, students have increased freedom in their choice of courses: a 10 per cent rise has occurred since 1967 in the number of electives which make up the typical undergraduate degree. A major area of study still comprised about one-third of the typical degree.

"To the extent that there has been an appreciable increase in student freedom of choice, it appears as if control of the curriculum, which had evolved over the past half-century from administrative edict to faculty decision, has been abandoned by academics", the report comments.

"Overall, the final course-taking pattern for the degree shows significant increase in depth and a corresponding diminuation of breadth."

The study, financed by the Carnegie Council on Policy Studies, is to be published in book form later this year; the preliminary results were presented to the meeting by Clifton Conrad from the University of Denver.

The study compared the academic years 1966-67 to 1973-74. Based on Carnegie Commission classifications, 18 categories were used from complex research universities to two-year institutions; the sample represented at least 5 per cent of the total number of United States institutions within a particular category.

The report says that the average general education requirements in a degree have fallen since 1967 from 43.1 per cent to 33.5 per cent in four-year colleges and from 58.7 per cent to 53.8 per cent at two-year colleges.

The structure of general education has also changed: there are less mandatory subjects and instead a greater selection from a specified set of subjects. In four-year colleges in 1974, prescribed courses represented 28 per cent of general education requirements; this was 50 per cent in 1967.

Each major disciplinary area—humanities, natural sciences, and the social sciences—has registered a decline. The number of institutions requiring English, a foreign language and mathematics as part of each student's general education declined appreciably—from 90 per cent of the institutions to 72 per cent for English, 72 to 53 per cent for a foreign language, and 33 to 20 per cent for mathematics.

Campuses like 'business firms'

American educational institutions were behaving more and more like business firms, the meeting was told.

Larry Leslie, from Pennsylvania State University, and Howard Miller from the New Jersey State Department of Higher Education, said this was happening as colleges and universities were being "impelled by those forces" such as declining public confidence, a concomitant deceleration of enrolment growth, cries for better accounting of dollars spent and a perverse widening of the cost-income gap.

"Institutional offices of development, newly recruited grantsmen, and revamped admissions offices are casting about phrenetically in a shallower pool of dollar resources.

"By far the most overt responses are the development of new educational products, the repackaging of old ones, and the active seeking of new buyers—such as the non-traditional student—in a highly volatile marketplace."

Black females earn most

Given equal credentials, black females in higher education usually received a higher salary than black males, and both groups always received more than white males, three economists from Florida State University told the meeting. White female faculty earned the lowest salary of the four groups, they said.

The economists, Howard Tuckman, associate professor, James Gapinski, associate professor, and Robert Hunsman, graduate student, based their study on the analysis of data compiled by the American Council on Education in 1972-73 as part of a national cross-section of faculty. They analysed returns from 16,421 faculty, of whom 15,161 were male and 1,260 female.

According to their analysis, skilled academics with a background of teaching commitment to public service, administrative experience and five to 10 publications, were in the following salary brackets: white females $17,662; white males $20,697; black females $21,645; black males $21,542.

"Administrators receive higher salaries than either outstanding teachers or those in public service, although well-published researchers earn as much or more than the average administrator", the economists told the meeting.

President of Boston to stay on

from Angela Stent

CAMBRIDGE, MASS

Boston University has been in turmoil for the past month as faculty and student attempts to remove its controversial President, Dr John Silber, have come to a head. After conducting a concerted campaign on his own behalf Dr Silber has won a reprieve. However, the issue has received national attention and has highlighted the problems of reconciling efficient administration with conciliatory leadership in a time of financial crisis in academia.

President Silber came to Boston from the University of Texas in 1970. It is generally agreed that he has increased the viability and prestige of the private 23,000-student campus with its relatively small endowment of $25m. He has also achieved prominence as an educational innovator with iconoclastic views on how to reform higher education.

His rather acerbic and, some charge, autocratic style of leadership has made him unpopular, however. Things came to a head in December when President Silber announced drastic budget cuts, including the dismissal of 90 untenured professors, and indicated that tenured faculty might eventually also be dismissed.

Reaction was overwhelming. The students were the first to call for President Silber's resignation at the beginning of April, closely followed by 10 of the university's 15 deans, who asked the board of trustees to remove him on the grounds of "academic and budgetary mismanagement".

It was assumed that the Boston University Trustees would endorse the student and faculty wishes. However, Dr Silber, admitting "my warts, my defects, my idiosyncracies", conducted a furious campaign. Claiming that, under his management, the university had accumulated almost $12m in new reserves and $7.5m in endowment, he emphasized that he had no intention of resigning.

The trustees finally reversed the votes of no confidence and expressed qualified support of his competence. They voted to retain him as President, but introduced a new administrative structure. This consists of a university administration headed by a three-man committee designed not only to remove some of the day-to-day operating responsibilities from his jurisdiction, but also to give the trustees much closer supervision of the university.

Although this new structure is designed to give both the trustees and the faculty more say in the running of the university, there is considerable scepticism among many professors about Dr Silber's ability to delegate responsibility. One faculty member said he was "not sure the trustees understand the magnitude of his creativity when it comes to retribution".

Low priority for education

Educational research is low down on the list of variables that determine the education programmes of Congress, the conference was told. And the poor presentation of research findings to Congressional decision-makers contributes to its lack of influence.

These observations were made by Dr Jack Duncan, counsel for the House Select Sub-Committee on Education, and Dr Robert Andringa, minority staff director of the House Committee on Education and Labour.

They said that educational researchers should find out who these people were and direct their research findings to them.

Too often, Dr Andringa said, research results were too long, lacked colour, and were full of jargon. Congressmen, with hundreds of pieces of proposed legislation to consider, did not want to wade through them.

"I'm convinced educators are the least effective witnesses on Capitol Hill", he said.

Stanford awards pay increases for 'good teaching'

Dean's awards for teaching are to be given to 10 to 15 faculty members annually in the School of Humanities and Social Sciences at Stanford University. The scheme will start this autumn.

The awards will consist of salary increases of $500 each. Recipients will be chosen by the dean and an ad hoc faculty committee, who will make their judgments primarily on the basis of recommendations and evidence prepared by the nominee's department.

Items taken into consideration will include peer evaluation of the faculty member's teaching; peer evaluation of course planning, organization and development; student response to the faculty member's classroom teaching; and effectiveness in directing dissertations and other special projects.

Michael Binyon, North America correspondent, will resume next week.

Top aide resigns 'to send sons to college'

from Thomas Cahill

NEW YORK

Mr Terrel Bell, United States Commissioner of Education, has resigned because his salary is not enough to enable him to send his children to college. The resignation is another confirmation of the growing apprehension among middle-class parents about their continued ability to pay for their children's college education.

Mr Bell, the second-ranking education official in the Federal Government, said in a letter to his superior, Dr F. David Mathews, Secretary of the Department of Health, Education, and Welfare: "I will soon have three sons entering college, and the financial aspects of my employment will be particularly important over the next few years."

As Commissioner of Education, Mr Bell earns $37,800 a year. In his new job—as Commissioner of Higher Education for the State of Utah—he will get $48,600 annually.

But if Commissioner Bell found he would not be able to pay for his sons' higher education on $37,800 a year, the prospects for other Americans—among whom the median income for a family of four is less than $15,000 a year—are dark indeed.

According to the *Low Tuition Fact Book—1976*, published by the American Association of State Colleges and Universities: "the rate of full-time college going is declining among low- and middle-income families. This is true even though the number of college students is increasing every year."

Census data clearly indicate that the percentages of students going to college have been falling. Between 1969 and 1973 there was a 20 per cent drop in the percentage of 18-to-24-year-olds from families earning less than $15,000 going on to any college on a full-time basis. During the same period there was an 8 per cent drop in the percentage of students going to college full-time from families earning more than $15,000.

According to the Bureau of Labor Statistics, in 1974 a typical family of four with an income of $14,333 would have about $662 left over for education and other "miscellaneous" expenditures such as recreation, reading material, alcohol, tobacco and so forth.

Since the costs of necessities—food, housing, clothing and transport—have risen at a faster rate since 1973 than salaries and wages, most families are now *relatively* worse off in terms of *available income* to pay for a college education.

Even an extraordinarily abstemious family in the median income range will now find it difficult—without grants or loans—to send even one child to a four-year public college. As of September, average costs at a four-year public college will be $621 a year, if one can live at home; $2,790 if one must board at the college.

Obviously Mr Bell could afford these prices even at his current salary. What he might not be able to afford, however, would be to educate his three sons at prestigious Ivy League institutions, as undertaking that could easily cost him more than $7,000 a year a son.

Since 1970 the average cost of attending a private four-year college has risen by 54 per cent. The rise in costs at many public institutions has been close to 100 per cent (*THES*, April 23).

Many observers fear that, as higher education becomes too expensive for many who would formerly have gone on to college as a matter of course, we are witnessing the end of the upwardly mobile society, the end really of the "American Dream" itself. If access to education is gradually shut off, individual economic and social progress becomes increasingly unlikely.

Dr David Mathews, Health, Education and Welfare Secretary, who is to lose his principal assistant.

New Princeton Institute head

The renowned Institute for Advanced Study at Princeton, New Jersey, has chosen Dr Harry Woolf, provost of Johns Hopkins University as its fifth director.

The institute, an oasis of pure scholarship, where professors have no fixed duties, no classes and no students, is situated in the same town as Princeton University, but has no formal connexion with it.

Predecessors of the current faculty include Albert Einstein, Hermann Weyl, John von Neumann, Erwin Panofsky and J. Robert Oppenheimer, who served as the institute's third director.

Directing an institute of such outsized figures is necessarily a precarious task, as was that director, Dr Kayser, found. Dr Kayser was forced to submit his resignation when a dispute erupted last year over the appointment to the Institute of Robert Bellah, a professor of sociology at the University of California at Berkeley. Dr Kayser had attempted to appoint Dr Bellah despite a faculty vote against him.

The institute faculty, divided into three traditional schools—mathematics, natural sciences and historical studies—are generally disparaging of sociology as a discipline. Under pressure from the trustees they have recently added a fourth school—social science—but seem bent on keeping its pernicious influence to a minimum.

Dr Woolf—who has not yet formally accepted the appointment—will have the task of restoring peace after the Bellah affair. Dr Woolf's field is the history of science.

Grade 'A's go up 100pc

The percentage of top grades or "A"s given to undergraduate students has more than doubled at major United States universities since the mid-1960s, according to a survey at the University of California at Berkeley. The proportion of C grades has dropped by about half in the same 10-year period.

But the upward trend may be on the way down as experiments with innovation in grading systems level off, the survey suggests.

The survey was conducted by the director of Berkeley's Office of Institutional Research, Dr Sidney Suslow, for the university's Graduate Council and its College of Letters and Science. Both groups requested the survey as they were concerned about the impact grade inflation might be having on admissions at Berkeley's graduate programme.

"The stimulus for the changes may have been student activism beginning in 1964, followed by faculty hostilities, and sustained by intensified student competition for graduate and professional admission in the early 1970s", Dr Suslow said.

Some institutions surveyed suggested that grading was made easier during the draft for the Vietnam war, presumably to keep possible draftees in college.

The survey indicated that A grades increased from a range of 13 to 18 per cent in the early 1960s to 24 to 34 per cent in 1974.

It's Dr Frank

Frank Sinatra is to be awarded an honorary degree by the University of Nevada-Las Vegas later this month. The Doctor of Humane Letters is being granted in recognition of Sinatra's help in raising $500,000 in scholarships for the university.

Denmark

Two votes win reprieve for controversial college

from Mike Duckenfield
Scandinavia correspondent

STOCKHOLM

The unprecedented mass expulsion of 203 second-year students who refused to sit exams at Roskilde University Centre has sparked off widespread disruption of Danish higher education and brought the six-year-old experimental institution to the brink of closure and the minority Social Democrat Government to the point of resignation.

Only after a day-long debate in the Folketing (Parliament) last week was continuance of the centre guaranteed, and then only by 79 votes to 77.

Last week's events brought to a head discontent with Roskilde which had been mounting since complaints last summer by teachers and the centre's first rector, Professor Erling Olsen, that academic standards were too low.

In response Mrs Ritt Djerregaard, Education Minister, said studies in future should be more formal with fixed courses rather than project work, and exams should be assessed externally, bringing the centre into line with the rest of Danish higher education.

Last December Mrs Djerregaard, who felt that the reorganization was not proceeding fast enough, got Parliament to agree to the suspension of the centre's normal administration and replaced it with a three-man rectorate of non-educationists directly responsible to the ministry.

New examinations, announced in January to assess the newly introduced obligatory course work, met with a storm of protests. Students complained that not only had the examinations been sprung on them halfway through their studies but that the course work would leave them less time for completing project work—the basis of studies during the two-year foundation course.

At the beginning of last month 203 students affected by the changes refused to sit the examinations and when negotiations with the Government broke down, Mrs Djerregaard took the unprecedented step in Denmark of expelling the rebels.

The expulsions provoked protests from academics, who disliked the precedent, lawyers, who claimed it was illegal, and students throughout the country, between 10,000 and 15,000 of whom boycotted classes and held mass meetings.

The examination assessors assured students that they would put little weight on examinations for the course work, only requiring a token knowledge in coming to their final evaluations. However, the students refused to consider the proposal unless the rebels were reinstated and, in a complete *volte face* the day before the debate, Mrs Djerregaard agreed.

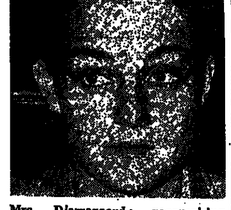
Roskilde has been the problem child of Danish higher education since it started teaching four years ago. Established as an alternative to traditional degree-granting institutions such as the universities of Copenhagen and Aarhus, the university centre concept emerged following an intensive debate on the future of higher education in the late 1960s.

The principal reasons for launching the centres, first at Roskilde, 20 miles west of the capital, and then in 1974 at Aalborg in northern Jutland, were to relieve student pressure on educational facilities in the greater Copenhagen area, create extended opportunities for transfer between courses, promote interdisciplinary studies and ward off the continued gravitation towards traditional degree courses lasting between five and six and a half years.

The new institutions were to be similar to American junior colleges, offering a preparatory pre-degree education, but also with the later options of three-year degree courses.

Democracy and the abuse of it has been a central problem at Roskilde, but there have been others. The higher education system as a whole is facing a major crisis because of large-scale graduate unemployment, unsatisfactory course alternatives, political distrust and declining funds.

Following the Parliamentary vote it is still unclear exactly what changes will now take place at Roskilde. However, in a television interview Mrs Djerregaard said the recent administrative arrangements will continue despite the resignation of one of the three rectors. In the long-term Roskilde's future cannot be guaranteed.



Mrs Djerregaard: reorganising Roskilde.

Republic of Ireland

Technological splits widen

from Peggy Barlow

DUBLIN

The Government's plans for the orderly development of technological education seem to be under severe strain this week as institutions in the two cities involved—Dublin and Limerick—veered in sharply different directions.

In Dublin the Vocational Education Committees, which controls five colleges destined to become the core of the new Dublin National Institute for Higher Education, concluded a unilateral agreement with the authorities of the University of Dublin (Trinity College, Dublin), which cuts across the projected path of development of the Dublin NIHE.

And in Limerick the governing body of the Limerick National Institute for Higher Education found itself in the throes of a major controversy about degree validation with the National University of Ireland.

The Dublin VEC agreement with TCD allows for a wide-ranging degree of cooperation and exchange, including the mutual availability of degrees and diplomas. In effect it steals a march on the Dublin NIHE, which at present has a governing body but no physical existence, and is strong evidence that the VEC will be slow to relinquish its control of the institutions concerned to the NIHE.

The VEC view is that its framework is adequate to allow for the expansion of the institutions concerned as autonomous bodies without breaking up the basic structure. If this argument is accepted it leaves the proposed NIHE with no more than a vestigial role.

Such a development would be viewed with some concern by the Government and by the Higher Education Authority, which is at the moment in the process of evaluating the Government decisions and studying their implications.

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Students, staff and a politically powerful local community have been bringing a great deal of pressure to bear both on the NUI and on the Minister for Education to soften the NUI attitude, but so far without success.

Italy

Left prepares to woo graduate jobless

from Patricia Clough

ROME

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The frustration and discontent among jobless university and school leavers is seen as an important political as well as social question and parties, particularly on the left, are expected to contend energetically for their vote.

Graduate unemployment has been particularly severe since the universities were thrown open in the 1960s to anyone who had completed their secondary education. The resulting collapse of standards and over-abundance of graduates meant that a degree was no longer the passport to social advancement and professional success that many students—often from lower socio-economic levels—had hoped.

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Several reform Bills have been presented to Parliament and then shelved. The only progress has been a package of short-term measures, only partially successful, to alleviate the more immediate problems such as understaffing, and a Bill approved in March to finance university building.

The problems at the universities were raised unexpectedly last month (*THES* April 23) by the Communists who—apparently with an eye to the elections—presented a university reform plan of their own.

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The main difference was its insistence that professors devote themselves to their university work full-time, instead of part-time as the Christian Democrats would prefer.

At the same time Communist education experts let it be known that they did not exclude the idea of restricting university intake. This idea has been shunned by all parties for years as the height of social injustice, even though privately many politicians admitted that something on these lines will have to be done sooner or later.

Switzerland

Rectors oppose centralization White Paper

from Patrick Czajkowski

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In particular, Government opponents say that the White Paper puts forward the idea that Federal finance should be given separately to the universities and to research projects.

Political parties have also achieved a unanimity of outlook. The Right-wing Swiss Democratic Liberal Union has underlined the week constitutional base for the White Paper and warned the Federal Government against assuming powers not provided for by the Constitution.

The Swiss Socialist Party, on the other hand, has rejected the White Paper on the grounds that it does not go far enough towards meeting the needs of higher education throughout Switzerland.

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'Science must serve the people'

MAPUTO

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Samora Machel, Mozambique's President, stated the aims of Frelimo education in 1972: "The principal task of education is to instil the advanced scientific, objective and collective ideology which enables us to progress in the revolutionary process.

"We need a consciousness of responsibility and collective solidarity free from all individualism and corruption. We have to acquire a scientific attitude, open and free from the dead weight of superstition and dogmatic traditions. What we want is a revolutionary mentality which uses science to serve the people."

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It also explains why the university rector, Professor Fernando Ganhao, is a coopted member of the Frelimo central ruling committee, and the presence in all faculties of *grupos dinamizadores*, whose function is similar to that of political commissars in other socialist states; the revolutionary mentality has to be inculcated in academics, too.

I asked Senhor José Manuel Bucuane, the university's secretary, if, with the exodus of staff before and after independence, requirements who would suit the new approach had been hard to find.

He said that, at most, 15 per cent of staff had left and that replacements of at least their calibre had been found. Among them were English, Swiss, Italians, Danes, Bulgarians, Poles and Portuguese. Even Americans would be acceptable if they had the right ideological approach. Full-time staff at the moment number between 250 and 300.

The percentage of losses he gave contrasts with much higher estimates from other sources but he was adamant that they were no higher than 15 per cent. A much greater percentage loss has occurred in student numbers. Last August 800 were estimated to have gone and it is likely that more have departed since—the academic year begins in February. Most students and staff went to Portugal and South Africa, and some to Brazil or Rhodesia.

In an effort to increase student numbers a one-year preliminary course has been started, intended for those who might not have the full entry qualifications—11 years' education, five in secondary school, with Portuguese and mathematics the compulsory. The five-year course has 438 students, most of whom have been in employment. Preference is given to members of *grupos dinamizadores*.

University education is not free, although charges are minimal: one year courses cost 100 escudos (about £2) and courses lasting one semester 50 escudos. Scholarships are available which cover accommodation. About 150 students live in university residences.

Despite claims that some courses were being shortened to speed up the output of trained personnel, Senhor Bucuilate emphasized that they were the same as before. The only difference was that in some there was now a three-year bachelor course which could be followed by two years for a master's degree, whereas previously there had only been five-year master's courses. The law degrees were an exception, with a basic two years being followed by two years for the master's. Medical degrees had not been shortened.

No postgraduate work is being done at the university, although 18 postgraduates are studying in England and two in America.

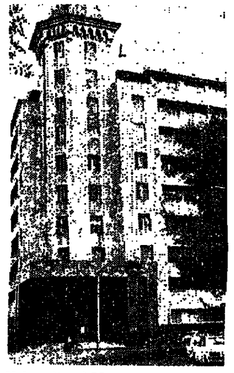
The only research being done is on curriculum reform, at the pedagogical institute. Courses left by the Portuguese had ended entirely the wrong bias and had to be reassessed as to the best way of suiting them to the needs of the country, said Senhor Bucuilate.

Financially the university was sound. Its libraries and laboratories were well-equipped and it was not short of accommodation for teaching. The Government grant for 1975 had been about £4m and he did not anticipate asking for more in 1976; in line with other sectors tightening their belts in present economic difficulties the university could not press for more than its fair share.

In survey, teaching salaries are not being reduced as part of the economic effort. Professors get about £600 a month and lecturers about £300.

One dies where resources are short is in English. Teaching materials, including books, are scarce, and an approach has already been made to the British Embassy in Maputo for aid.

Because the Frelimo ideology is largely based on a desire to liberate the ordinary people of Mozambique there has always been an element of distrust of any educated elite which might "turn away" towards its own ends. Partly because of this all students are obliged to go out into the country and make practical use of their knowledge, or, at least, act as teachers in the schools. They do this during term but particularly during the mid-year vacation, when they have to spend a month in the country, and at the year end break.



University of Maputo.

Spain

Academy speech—40 years on

from William Chislett

MADRID

Salvador de Madariaga, the grand old man of Spanish letters and one of the country's most famous political exiles of the Franco era, gave his inaugural speech as the Spanish Royal Academy last week—40 years after being elected to his chair.

Dan Salvador, who returned to Spain just over a month ago and is the first literary and academic "giant" to come back since Franco died in November, was formerly professor of Spanish literature at Oxford.

Among those who heard him speak on "Beauty in Science" were Andres Segovia, the guitarist, and Professor Walter Starkie, author and scholar who, by virtue of his membership of the Irish Royal Academy, is a corresponding member of the Spanish body.

During the Spanish Republic in the 1930s he was in turn ambassador in Washington and Paris, Education and Justice Minister and Spain's representative at the League of Nations.

TIMES PAST
THE TIMES
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Validation of college degrees

In recent months the apparent profligacy with which some universities have approved degree proposals by former colleges of education has been compared increasingly—and unfavourably by implication—with the parsimony of the Council for National Academic Awards when faced with the same requests. It is even suspected, perhaps too cynically, that a few universities have been prepared to contemplate the development of a *double standard* in degrees, their own and those awarded under their auspices in colleges.

In polytechnics the increase of degree work in the colleges has certainly been viewed with had tempered alarm. Six years ago they often complained bitterly that they had been forced to travel a stony road to academic respectability through the National Council for Technological Awards and later the CNAA while the new universities followed a broad and easy highway under the brief and mild tutelage of academic advisory committees. Today they complain just as bitterly, although more discreetly, that the colleges are being allowed to take a short cut to the same destination.

Two criticisms are made in both universities and polytechnics : first, that some degree courses which former colleges of education plan to offer are not up to scratch ; and secondly, that even if they do satisfy minimum academic standards they are unnecessary because they compete with courses that are already available in senior institutions and do not fit into any coherent plan for the development of higher education in difficult economic circumstances. Both criticisms appear sufficiently plausible to require most careful examination.

An impressive quality of British higher education has always been the homogeneity of its academic, particularly degree, standards, in spite of the very considerable expansion of the last generation and the increasing contribution of institutions other than universities, the quality of the degree has not been devalued to any significant extent. The contrast with the United States is striking. There the title of degree covers a multitude of standards, and sins.

The CNAA has occasionally been criticised in the past for excessive caution and over delay in approving degree submissions. In fact caution and delay were often necessary to reassure the rest of higher education, principally the universities, the prospective students and their future employers, not only that proper standards were maintained but that they were seen to be maintained.

Indeed the care the CNAA has shown over the past 10 years, against which polytechnics have sometimes chafed, was an essential foundation of the polytechnics' present academic standing. The criticism that can be levelled against the universities is not so much that they have not made sure that colleges will be able to satisfy minimum academic standards, but that they may have neglected the *essential task of preparing opinion within and without higher education* to accept this development with confidence.

Of course, these universities faced a much more urgent task than the CNAA. With the decline in the birthrate many colleges lost their former empire of teacher education, or saw it drastically reduced, and had to find a compensating role in higher education. The buildings had to be used and the staff had to be employed. Because of their historic links with the university sector, most colleges quite naturally turned there for help in establishing new courses.

The universities should probably be praised for their generous response rather than castigated for allowing academic standards to slip. It is hardly in their interest in times of economic stringency to allow a proliferation of colleges which look to them for academic guidance.

Yet the second and more serious criticism has not been answered. Has the development of higher education on rational and efficient principles in the 1980s been subordinated to the immediate task of finding a new job for the colleges of education in the mid 1970s ?

Is it really sensible to build up degree work on the fringes of higher education, and to contemplate the diversion of resources that may be necessary to make it viable, at a time when the core of higher education, the universities and polytechnics, is being squeezed ?

Perhaps this development can be justified on the grounds that smaller and more local institutions of higher education are desirable. However, no one has yet argued seriously in these terms, and if they did, it would imply a rejection of the policy of concentration that has been such a marked feature of higher education policy in the past 20 years.

If some attempt to link what is happening in the former colleges of education with the broader development of the entire sector is not made soon, the results could well include lower academic standards and wasteful duplication—hardly welcome developments at a time when politicians and public opinion do not look with favour on higher education.

Need for a second 'think tank'?

Professor Ralf Dahrendorf, director of the London School of Economics, is a forceful and persuasive man and his proposals for the establishment of a policy research institute or "think tank" to examine the British predicament together with an LSE Centre for Policy Studies would be important even if they came to nothing.

They are an excellent example of the imaginative and responsible [illegible] which [illegible] and [illegible] [illegible] [illegible]

BOOKS

Social history of social groups

French Society 1789-1970
by Georges Dupeux
Methuen, £7.50 and £3.90
ISBN 0 416 65250 6 nd 84410 3

G. M. Trevelyan said that social history was history with the politics left out. That is no longer a satisfactory definition. Perhaps an alternative one might be history with the individual left out. I do not put this forward as a slogan, nor would this be a form of history I should like to write, but it may be a description of what some people are trying to achieve. They could make no less a man than Tocqueville one of their masters, for it was he who proclaimed that history should be concerned not with individuals but only with classes; and in his *Ancien Régime* he showed how that could be done with considerable brilliance.

This redefinition is suggested by the appearance of a translation of Georges Dupeux's *La Société française 1789-1970*. The publishers announce it as "a social history of a rather novel kind". I want to comment on this claim not because I think it worth quarrelling with an advertising blurb, for one can no more judge a book by its blurb than one can a dog by the sound of its bark; nor because I wish to denigrate the book, for, on the contrary, I commend it as the work of a perceptive, learned and interesting author. But the claim raises the question of what social history is and how it is developing.

Professor Dupeux has clear ideas on this subject. He does not consider that "the description of daily life" is a sufficiently profound or analytical activity, capable of revealing the springs of action and the realities behind the appearances. He is not anxious, either, to see history in terms of preconceived theories or models, which he regards more as barriers that separate the reader from contact with the past, than a source of illumination. Instead he has attempted to write about France in terms, not quite as Tocqueville said, of classes, but of "groups".

Social history is thus, for him, the history of social groups. But when one examines this "methodological" idea more closely, one discovers that the aim is not to set up social history as an autonomous subject. It is noteworthy that social historians have not yet established themselves as a separate species, as a profession that requires special training or methods. There are many universities with professors of history on the one hand, and professors of economic history on the other, but there are few indeed which have side by side with these, and in addition to them, a professor of social history. Economic history, it is accepted, is not a leisure pastime for unqualified amateurs. Is social history, however, simply something that all historians engage in, more or less, and often without knowing it?

The Boulevard, Paris 1889 painted by Jean Bernad.

The suggestion that social history is history with the individual left out could, theoretically, distinguish it from other forms. Even though economic history has a side to it which is "quantitative" and attempts to reduce the past to a series of comparable and measurable facts, so that it can summarize its conclusions in a graph, it is also concerned with entrepreneurs, with inventors and with speculators who remain unique and individual despite all the generalizations that are made about them. Political history, for its part, will never lose its biographical bias.

But social history has not won its autonomy, as being different in kind from these other types of history, because it is still dominated by them in its directing ideas. This comes out in a particularly interesting way in Dupeux's book. The two themes running through it are power and wealth. Now power has traditionally been above all the subject-matter of political history, and wealth is of course the province of economic history.

When Dupeux goes into the question of who dominates whom, he often has interesting things to say; he realizes, for example, that domination need not extend equally over all aspects of life, and he rightly says that "the *grands bourgeois* did not have the same control over society as it had over the economy". But he does not develop this much, and since he has left politics out, his discussion of exactly how power was distributed is inevitably partial. On the other hand, when he discusses social groups, he says these must be classified "according to the position they occupy in the productive process and in the social division of labour". How a man earns his living is the decisive fact. The main preoccupation of people, in this view, is to improve their social position and to earn more money. It comes down to economics. By talking about groups rather than about classes, Dupeux allows himself greater scope to encompass the complexities of French life and to show the changing relationships within it. But by insisting on confining himself to occupational or economic groups, he prevents himself from bringing out the significance of all the other kinds of groupings into which society was divided. His kind of social history thus remains a commentary rather than an explanation.

Dupeux sees that this is not enough, and he adds that the "description of social evolution" calls for an understanding of the "motive forces". He sees these in "collective psychology". He considers consciousness of poor living standards and of being exploited economically, together with the growing awareness by ordinary people of their intellectual and technical abilities, following the spread of education, as important elements in this psychology. But he concludes that technological change was really the decisive influence and that "social evolution moved at a speed that varied with technical progress". He even argues (rather surprisingly) that prosperity eased social tensions. This is, of course, not psychology, but economics. If it is "collective psychology", then it is clearly a science in too primitive a state to yield such important conclusions.

Dupeux in fact argues against himself. While emphasizing technical change he also shows how limited this was in the France he describes. He entitles the chapter covering the years 1789-1870 (political dates, it will be noticed) "Towards an Industrial Society"; but he admits that the proportion of people engaged in industrial activity was (in 1851) still only 25 per cent. In 1936 it was still only 30 per cent. It is true that after the Commune the peasants no longer comprised over 50 per cent of the active population.

However, the "rising class" was not that of the workers, but those in the tertiary sector, that is to say clerks, shop assistants and bureaucrats—people who do not produce anything physical; they accounted for 22 per cent of the active population in 1851, and they increased steadily, uninterruptedly, reaching 33 per cent in 1936 and 44 per cent in 1968. The great change was from manual to clerical labour, from the farm and workshop to the office. Here again social history is the slave of a legacy. The growth of trade unions has, for political reasons, attracted a great deal of attention. Clerks cannot be written about in terms of their unions, even when they are unionized; unlike peasants, they have not participated in revolutions or famines, which can provide a framework for their history. They need to be dealt with through a different approach, which involves studying not institutions or catastrophes, but largely silent ambitions, which take one out of the realm of either economics, beyond quantity and its simple forms, to the satisfactions which were clearly formulated.

I cont that in the excellent this book (a welcome addition of the French version) there tion of the family.

If social history is to original and independent tion to the understanding of by illuminating "collective logy", it will first need to late a far larger store of "psychological" kind on base itself. It will need tables of wage rates and on the consumption of much more qualitative on attitudes. It will have more varied methods of the elusive subject of Above all, it will have Interpretation of human which adds something already provided by other of history. Only if it can understand men being, by which are unique to itself, claim to be an historian Personally, I do not think come about by leaving the out of history, but that matter.

Dupeux made his name Ian with his thesis (for the *Aspects of the Political History of the 1840-1914* (1962), in which firmly used economic basis of his approach. showed his mastery of sis of statistical and combined with an interest social and political problems.

The short textbook soon after generalized to the whole of French this that has now been It is sad that it has taken for the English publishers cover what they consider novel. There is, nothing unusual about far as translations of are concerned, for it took years for Braudel's masterpiece to come out in England, and made possible only by a the French government believes in spending propagate the products of culture.

Dupeux's book was worth translating, and found valuable both for tical tables, graphs and comains, and for its suggestments on them. The tries to cover 200 years in (the rest are "selected ments") inevitably means subject as important as for example, gets only two pages; but as a brief to certain problems of society, designed to arouse it has very many merits.

Theodore

Art and artists in the market place

Rediscoveries in Art: Some Aspects of Taste, Fashion and Collecting in England and France
by Francis Haskell
Phaidon, £8.50
ISBN 0 7148 1697 3

belief in shared values that had provided the basis for informed opinions in Europe since the time of the Renaissance. However, as Haskell points out in his introduction, the predicament of modern times has come to be more than accepted as a necessary tendency. Here and there [illegible] of taste, fervently, in the small measure this lessening of confidence in the general validity of our own aesthetic assumptions. The days when it was possible to propose—as Burke did in 1757—that "the standard both of reason and Taste is the same in all human creatures" now seem all too distant. Indeed, beset as we are by the disparate claims of rival factions of artists and the endless new "discoveries" of historians, critics and dealers, we are far closer to the opposed situation—that of total anarchy.

It is the causes of this condition that Professor Haskell sets out to diagnose in his exciting and thought-provoking book. For this he restricts his investigation to the early nineteenth century—that period in which unbridled individualism began to undermine the world of the time of crucial importance.

In format, however, the books are substantially different. For *Rediscoveries in Art* is in effect a prestigious lecture series published in the form of five annotated essays, although the expansive footnotes provide a valuable introduction to research into the collecting habits and critical innovations of the English independent spirit. Haskell is too aware of the dangers imposed by his chosen manner of presentation to attempt a comprehensive survey. Instead, he focuses on the consummate use of the assessor's perogative to select and speculate upon a complex series of related problems.

Attempts to maintain a hierarchy of values through such schemes as Delaroche's "Hemicycle", the dependence of new enthusiasms—such as the taste for the primitive—upon market conditions, the increasing tendency of the *literateur* to demonstrate his originality "by making some new artistic discovery"... all are illuminated by their association with the same inexorable process.

Haskell also has an eye for paradox and uses his gift to expose many of the glib assumptions that have been made about pictorial style and social and political movements. For those who would seem constant relationship between realism and social [illegible] although the apparent [illegible] documentation [illegible] the [illegible] of French radicals in the 1840s for the gouthy art of the eighteenth century. At times, however, this love for the contrarian [illegible] encourages the formulation of some questionable maxims. The assertion that "... there was no lack of respect for early art—as long as it did not affect contemporary production" is appealing, but it can hardly be taken as axiomatic.

The French *Primitifs*, the German Nazarenes, the English Pre-Raphaelites may each have had a divisive effect on critical opinion, but none of them appears to have stopped any collectors or enthusiasts in their tracks. Rather they stimulated controversy about legitimate and illegitimate forms of emulation. This was certainly the case in England in the 1850s where both defenders and detractors of the Pre-Raphaelites took pains—with much justification—to dissociate the *young* dissidents from older taste [illegible] Nor can this decade—[illegible] the National Gallery [illegible] holding in the full [illegible] seen as a time in which [illegible] decay to collect primitives.

I suspect, however, that Haskell's speculations are to provoke, and, indeed, [illegible] of the principal virtues in [illegible] that it "emphatically denies making of judgements [illegible] mere collation of information, a bland ecumenicism [illegible] although the author [illegible] the vagaries of taste, he is aware of the emptiness of [illegible] minate revivals:

Every convincing rediscovery—to use a repugnant but explanatory expression—is the acquittal of many [illegible] artists.

This is never more true today. And it is only to be that, among the legions now being summoned back, overscrupulous art industry, [illegible] be found, upon reflexion, to have been worthy of recall.

William Vaughan

BOOKS

Directive to the brethren

On Materialism
by Sebastiano Timpanaro
Translated by Lawrence Garner
New Left Books £5.75
ISBN 902308 03 3

On Materialism is a collection of five essays designed to remind Marxists of their materialist heritage and to uncover for them the "idealist sophistry" of various philosophies by which they have been sidetracked. Included in the collection are two general pieces on the meaning of materialism, a defence of Engels against those Marxists who have found him too vulgar, an attack on a variety of so-called "structuralists" and a reply on behalf of Lenin's materialism to the charges brought by Karl Korsch.

In Timpanaro's book materialism is the "acknowledgment of the priority of nature over 'mind', or if you like, of the physical level over the biological level, and of the biological level over the socioeconomic and cultural level; both in the sense of chronological priority (the very long time which supervened before life appeared on earth, and between the origin of life and the origin of man), and in the sense of the conditioning which nature *still* exercises on man and will continue to exercise at least for the foreseeable future".

If this strikes the reader as a somewhat expanded sense of materialism, he may be assured that I agree. By the definition offered, the anti-materialist must believe either that man (or life) was on earth from the beginning—God need not enter the picture—or that man is not conditioned by "nature": presumably, his physical make-up and environment. In other words the anti-materialist must be little short of a complete ass.

The fact seems not to worry the author for he is quite disposed to believe that he has very stupid opponents. The resounding blow to which one of his arguments leads is this: "One then lapses back into the sophistry of those who deny ... (*sic*) the physical character of digestion." There may be irony here but nothing in the general tenor of the discussion merits such an assumption. Timpanaro apparently believes that there are individuals who fail to recognize the rule which our bodies play twixt ingestion and excretion.

The author's readiness to believe in the stupidity of his opponents is matched by his willingness to enlist truisms in the battle against them. We are told that the "uncritical adoption of linguistics as the model for other human sciences ... can lead to mistaken or deceptive results". And we are assured that "communism does not imply, in and of itself a decisive triumph over the biological frailty of man". The reason is that "a phenomenon like old age ... arose and continues to persist on the biological level".

Apart from the failure to state precise arguments and definitions, the crude caricature of opposing positions and the pompous recital of truisms, this book is marked by an outrageous moralism. "It is not conceivable that innatism and Cartesian dualism, which are too anti-quated for bourgeois thought itself, should become philosophically fashionable." The condescending dogmatism which underlies a remark like this appears elsewhere in comments on unwarranted concessions and undue fidelity and in constant reminders about what should not be forgotten, what it is necessary to note and what it is too simplistic to say. Sometimes it is linked with the assertion of tautologies to produce truly remarkable results. "It is certainly necessary to warn that the dependence of the superstructure on the structure must not be conceived in a simplistic way."

There are a number of useful observations made in Timpanaro's book as in his discussion of the critical use to which bourgeois ideas of equality may be put. But these remarks are waves in a desert where philosophical argument, or any form of reasoned discourse, is very thin on the ground.

The only serious question which the book raises is raised accidentally. When a Marxist philosopher like Timpanaro disowns the bourgeois modes of philosophical reasoning does he leave himself in a methodological void? Kantian deduction, Hegelian dialectic, phenomenological description, conceptual analysis, semantic explication: these are all methods which, even if we reject them, we at least understand. The question is whether a Marxist philosopher, as such, binds himself to the constraint of any alternative.

We must answer that, in theory, he commits himself to the scientific method, philosophy being conceived as continuous with science. In practice however this commitment amounts to nothing, since almost anything that a Marxist chooses to say on a topic like materialism can be dubbed as scientific propaedeutic. The fact may help to explain the lamentable quality of Timpanaro's discussion. It may be that he is driven to distortion, tautology and moralism because, as a Marxist philosopher who rejects non-Marxist ways of reasoning, he has no other way to go.

On Materialism is not, by any criterion, a piece of philosophical argument. What it most resembles—and the very style of nomenclature suggests the comparison—is a papal encyclical: a directive to the brethren, issued in assurance of infallibility, on the nature of the straight and narrow path. One can only hope, so far as Timpanaro is concerned, that the reformation, be it revision or not, is just around the corner.

Philip Pettit

God, freedom and immortality

The Presumption of Atheism and other Essays
by Antony Flew
Elek, £7.00 and £3.50
ISBN 0 301 75016 5 and 75017 3

Professor Flew's new book consists of a dozen essays on the classic themes of God, freedom and immortality. Nearly all of the essays have appeared before but most of them are important enough to deserve republication. This is especially so when they have been edited to form a unified book which is a forceful and eloquent (but always careful and rational), repudiation of the basic doctrines of traditional religion. Flew is consistently a lively and challenging writer, though sometimes he seems to go on for too long at the top of his voice. But this is perhaps excusable nowadays when Christian thinking has become so sloppy and amorphous that it is difficult to get a hearing on these important topics unless a philosopher makes himself heard with loudness, force and clarity. Flew certainly does this; and he has a gift of readability which is rare among contemporary philosophers.

The first section on God, is the most clearly successful. Flew persuasively puts the onus of proof on the theologians, clarifies the real nature of agnosticism and decisively refutes the odious Pascal's dishonest wager. His well-known piece "Theology and Falsification" is included rather mysteriously in the second section (on free will). This an extended rewrite of his famous short essay of 1950 where Flew used Popper's principle of falsifiability to show with devastating effect the emptiness of some basic theological propositions. (But granted that Popper himself does not make this use of his own principle, why does Flew not at least refer to Popper here?)

The last section on immortality is perhaps less successful in detail in that he raises some of the most difficult problems of the philosophy of mind in a necessarily cursory way. He disposes rather too briskly of some formidable opponents (Schlick, Ducasse, Quinton and Strawson) on the question of the logical possibility of human immortality and the meaningfulness of statements about it. But the final chapter is a splendid dedication of Tolstoy's pretentious "philosophizing"—a salutary lesson for those intellectuals who believe that being a good imaginative writer guarantees the value or even the sense of "philosophical" messages that the writer may try to convey. Anyone who asks "What is the meaning of life?" cannot do better than start by reading Flew's essay.

I was most uneasy over the longest chapter in the book in which Flew attacks Professor Plantinga's appeal to free will to solve one rather unimportant point of the problem of evil. The real burden of the problem of evil is surely not the inconsistency between God's goodness and the malpractices of his creatures, gross as these are. It is the existence of intense, biologically useless and undeserved physical pain in man and animals. And to this aspect of the problem, free will is totally irrelevant. In any case, the "compatibility hypothesis" which Flew supports, is, for all its distinguished ancestry, quite untenable. There is no space to argue the point here at any length.

The libertarian notion of free will is, indeed, unclear. But this unclarity need not drive us to conclude that universal causal determinism is compatible with free will in that the only acceptable sense in which our actions are free is that they are *unconstrained*. Prima facie evidence for absence of constraint is our feeling of freedom to act. But as a matter of fact there is no necessary coincidence between feeling free to act and being under no constraint. Whether an action is constrained is a matter of fact about which we can be mistaken—as when we feel unconstrained in a dream or under hypnosis of a neurotic compulsion. And we can act freely but under constraint as when we do something that we want to do anyway but which constraining circumstances would prevent us from foregoing had our desires been different. These matters depend much more on questions of fact and much less upon "the relations of ideas" (that is, for Flew, on language) than he admits. The notion of constraint is far too vague and its varieties too ill-investigated for it to bear the weight that Flew places upon it.

But for all that the book is well worth reading. The combination of enthusiasm, scholarship and logical acumen is impressive and exhilarating. And how many Christian apologists today could use a familiarity with Aquinas for their purposes as well as Flew does for his?

D. J. O'Connor

Sources for the history of education

Sources for the History of Education is an important and widely used reference work in its field. A Supplement to that work has just been published; it is a completely new work, listing additional holdings of the libraries of institutes and schools of education and certain university libraries. It provides an extension to the still sparse bibliography of source material for the history of education, including old textbooks and children's books.

The period covered and the method of arrangement are the same as in the original volume. The bulk of the additions occur in the sections listing pre-1700 books and nineteenth-century textbooks and children's books.

The editor is Dr C. W. J. Higson and the book is available from The Library Association at £10 to members and £12.50 to non-members.

Appeal to memory

Personal Identity
edited by John Perry
University of California Press, £8.15
ISBN 0 520 02791 4

That the concept of a person cannot be identified with the concept of a living human body is a view that has long been shared by defenders of otherwise strikingly different theories. But if the two concepts are distinct, how exactly are they related? Are persons in some sense non-physical? And, in the question beloved of philosophers, what criteria of identity are there for such creatures?

It is these problems which are tackled in John Perry's anthology *Personal Identity*. The collection includes familiar material by Locke, Hume, Butler and Reid, in addition to modern articles by Grice, Shoemaker, Williams and others. Perry supplies an introduction and a paper of his own.

Two related faults vitiate what is in many ways a useful collection: first, it is lop-sided, and second the material is not adequately integrated. It is lop-sided in the sense that nearly two-thirds of the book is concerned with versions and criticisms of the Lockean attempt to frame criteria of personal identity in terms of memory. Although the appeal to memory has of course been important in both classical and modern discussions, it really does not warrant *that* much space, if the cost is that other elements in the problem of personal identity have to be ignored. It is difficult, for example, to see what justification there is for including both Quinton on "The Soul" and H. P. Grice on "Personal Identity". The differences between them are not sufficiently marked to justify both of them in a general collection of this type.

As a consequence of this overemphasis on the role of memory, other topics are treated very skimpily. Part six, for example, which deals with "The Unity of Consciousness" contains a single item, a paper by Nagel; and part four, entitled "The Abandonment of Personal Identity", consists simply of extracts from Hume. (It is odd that Perry should give this label to Hume's views, for in his introduction he claims that Hume did have a theory of personal identity and wrongly portrayed himself as arguing that there is no such thing.) And why, given that the memory theory merits five articles attacking it, is there no criticism at all of Hume's theory? Admittedly, Hume's account is very implausible. But then why include it at all? And if Hume deserves a place, why not Kant, whose contribution on this topic was so much more profound?

The second criticism concerned integration. What we look for from an editor, especially in his introduction, is some statement of how he sees the relations between the different aspects of his subject and the contributions made by the papers he selects. Perry's introduction makes clear that he accepts this aim. But what he actually offers us, although admirably lucid, falls short of the target. There is an extended discussion of the memory criterion (which is clearly where his real interest lies), a criticism of Butler's views on identity, and the very unsurprising claim that Hume can be interpreted as having a theory of personal identity. He says nothing about the relevance of Nagel's paper, and devotes only half a sentence to the papers by Williams and Parfit. Perry's collection, then, although it contains much interesting material, remains unsatisfactory.

Nicholas Everitt

METHUEN

Before the Industrial Revolution
European society and economy 1000-1700
CARLO CIPOLLA
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Ballads and poems

Tradition and Experiment in Wordsworth's Lyrical Ballads (1798)

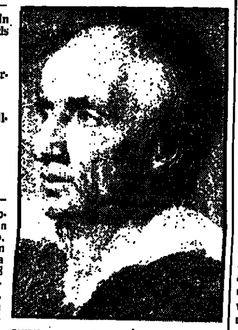
by Mary Jacobus

Clarendon Press: Oxford University Press, £9.50
ISBN 0 19 812069 9

The Salisbury Plain Poems of William Wordsworth

edited by Stephen Gill

Cornell University Press and Harvester Press, £10.00
ISBN 0 85527 029 2



William Wordsworth

There is a danger that Dr Jacobus's book will not reach as wide a readership as it deserves to, because of its restrictive and in some ways misleading title. For a start, in her use of the date 1798 she refers to the year of composition rather than of publication. The climax of one chapter is a discussion of "The Old Cumberland Beggar" which was first published in the expanded edition of 1800; and the book concludes with a long passage on *Peter Bell*, which, although begun in April 1798 and originally intended for *Lyrical Ballads*, was never published as one. This makes the choice of 1798 difficult to justify except simply as a means of limiting the length of the book—which may have been an unfortunate economic necessity—because Wordsworth's experimentation with and development of ballad forms continued particularly fruitfully for several further years. For this reason the book would have to be supplemented by a reading of Stephen Parrish's *The Art of the Lyrical Ballads* (1973) and could not be recommended as an adequate introduction to the subject.

On the other hand, it is a lucid, intelligent and extremely well-informed general introduction to the early Wordsworth. There are many scholarly footnotes (in fact a quantity more appropriate to a doctoral dissertation than to a book. There is an interesting and relevant discussion of *Caleb Williams*, but a footnote referring us to an article on the original ending of the novel is tiresome.). But a Wordsworth scholar will find little that is new to him. What is valuable about the book is the clarity with which most of the early influences on Wordsworth are expounded and the sensible centrality of the commonsts on a variety of his early work. There is a particularly good chapter on his debts to and differences from Thomson, Cowper and Akenside, which is as sensitive to the eighteenth-century poets as to the ways in which Wordsworth went beyond them. There is also a clear exposition of the difficult question of his debt to Coleridge. These two chapters are brought together in a fine discussion of "Tintern Abbey", but they are also helpful to the reading of other poems. All the poems published in 1798 are commented on, but so are many others. The interest of the examination of the Salisbury Plain poems is not confined to an appreciation of "The Female Vagrant", which was the only part published in *Lyrical Ballads*. Indeed, Jacobus argues persuasively that the sailor's story is in important ways better. The following chapter, "Tales of Silent Suffering", really centres more naturally around "The Ruined Cottage" than around the two lyrical ballads it concludes with. But it is not to be regretted that Jacobus has not stuck more literally to her text. Her examination of precursors and her comments on all three poems are illuminating and quietly but firmly central.

The attempt to relate "The Last of the Flock" to Burns's "Man was made to mourn. A Dirge" is not successful. Stephen Parrish had much more of a basis from which to argue Burns's influence on later poems. But this failure is the exception: in general Wordsworth's debts and departures are cogently demonstrated and the comments on particular poems are not distorted to fit an argument but make sound, major points clearly.

The Cornell edition of Wordsworth, published in England by Harvester Press, will probably emerge as the most important achievement in Wordsworth scholarship this century. It has the dual aim of printing accurate texts of the poems in their earliest complete form and of recording all variant readings from both manuscripts and published editions. Previous editors, including those of the present standard five-volume Oxford edition, Ernest de Selincourt and Helen Darbishire, have chosen the last version of the poems as their copy text and, if they print early readings, relegate them largely to footnotes. This is an odd decision since the critical consensus is that Wordsworth's poetic powers declined as he aged. It means that the generally inferior versions are the most accessible and the best work of his most fruitful years either has to be unearthed with considerable labour or is actually inaccessible. The great poem "The Ruined Cottage" was lost to us until Jonathan Wordsworth published it only seven years ago, and the 1798-1799 *Prelude*, which will form the second volume of the Cornell series, is hitherto unpublished in this country.

In his foreword, Stephen Parrish, the general editor of the series, produces devastating evidence of the inadequacies and inaccuracies of de Selincourt's edition, though with a proper sense of respect for what none the less remains a work of great scholarship. It should be added that the number and the complexity of the manuscripts make the present undertaking a very large-scale one indeed. Twelve volumes are already planned, which are expected to be published at the rate of one or two a year. But these will not by any means provide a complete *Poetical Works* and more volumes may be added. Unless a sensible selection of the most important early texts is authorized there is a danger that they will remain inaccessible to the general reader.

Stephen Gill's edition, which inaugurates the series, contains reading texts of the two very different early manuscript versions of the Salisbury Plain poem in their earliest complete state, together with the published version entitled *Guilt and Sorrow*. This enables the reader to trace the changes in Wordsworth's conception of the poem with an ease and accuracy not previously possible. In addition he prints meticulous transcriptions of the two early manuscripts and of the manuscript preparations for the published version, and also publishes variants where available. So although the original texts are very clear and unpuzzling, detailed revisions of lines and words are also laid out for our examination: the decision to include photographs (57 in all) of the two early manuscripts is, more questionable. The student who is unable to inspect the originals will find them interesting but the transcriptions are as well laid out that the photographs, although good, do not add significantly to our understanding of the process of revision. However, it is perhaps ungracious to complain when the volume, which even apart from the photographs must have been extremely expensive to print, with its frequent changes of type and deletion marks costs only £10.

Peter New

A mess of pottage

James Joyce: A Portrait of the Artist

by Stan Gebler Davies

Davis-Poynter, £6.00
ISBN 0 7067 0176 3

In principle, there is nothing reprehensible in writing yet another biography of James Joyce. Richard Ellmann's biography, published in 1959, is magnificent but not faultless, it has many minor errors and more inaccuracies of quotation than a major biography should produce. The virtues of the book arise from its scale, the latitude of its interests, and the distinction of Ellmann's mind and style: it is most elegantly written, and therefore continuously readable.

Mr Davies has had the idea of writing a brief, lively biography, and while he protests his admiration for Ellmann's book he claims the merit of doing something different. Ellmann's book has "too much of the monument about it", according to Davies, and it errs here and there. Davies thinks Ellmann wrong in the assumption "that there was no carnal communication between Joyce and Martha Fleischmann in Zurich in 1919", and he interprets Frank Budgen as offering evidence that Ellmann is wrong. In general, Davies claims that his now book "is short on critical waffle", and that it is distinguished from the other biographies of Joyce by its lively character.

It is certainly distinguished by its vulgarity and the crudity of its style. The liveliness is of a sort which is easily achieved, normally by sacrificing every scruple of sensibility for the poor boon of a bright remark. Davies encourages his readers to regard themselves as superior to the author of *Ulysses*. We can hold our liquor, we do not sponge on ladies, we are more urbane in our sexuality. His motto appears to be: sufficient for the day is the evening newspaper thereof. Davies thinks that everything can be deftly and sufficiently explained by reporting a few quotidian facts, and he remains unperturbed by his failure to discern in Joyce any qualities which would have enabled him to become a major artist. The real interest of a biography of Joyce is precisely that the relation between the imperfection of the life and the perfection of the work. Davies shows no sign of having an interest in this crucial question, though his concern for trivial issues is immodestly continuous.

His biography is inferior to Ellmann's for many reasons: the relative inferiority of his mind, the lowness of his interests, the relentless vulgarity of his style. But there is a further question of scale. One of the advantages of a long book like Ellmann's is that it is possible to place the mere facts of the case in a context which gives them meaning and reverberation. One fact can be related to another, if the biographer's mind is capable of such enterprise, and gradually the reader acquires a sense of the depths and heights of the artist's life. The facts given by Davies with such debonair liveliness are not as complete or self-explanatory as he finds them: to be completed, they must be pondered, ferried in their mutual bearing and implication. There is no evidence that Davies's talents include this sensitivity which an enterprise of that complexity requires.

Meanwhile he is content with a relation to the facts of the case which defines itself in sentences such as these: "The lustful lover arrived at Celeste with entourage on 13 September praying for Jesus' sake, that nobody would attack him with bills. In this hope he was disappointed, and it was not long before he was back on another trip to Dublin, once again skidding pennyless along a rainbow that ended in a mess of pottage, this time as the Man of Business."

Denis Donoghue

Values in conflict

The Unnatural Scene: A Study in Shakespearean Tragedy

by Michael Long

Methuen £6.50 and £2.95
ISBN 0 416 82130 8 and 82140 5

Mr Long has written an extremely lively book on Shakespearean tragedy, and I fear it will be very popular his argument is that Shakespeare's tragedies "present . . . social milieux which receive the highest degree of social-psychological documentation". The heroes are not to be seen as individuals against the background of some "world", but as social beings conditioned by the mores of specific societies, mostly victims of society's desiccation of emotional life (eg, Brutus, Othello, Coriolanus), but occasionally challenging it, sometimes unsuccessfully (Hamlet) and sometimes successfully (Lear). Whereas in the comedies, with their Barberian release, social man is shown able to accommodate those deep regions of life which socialization cannot assimilate, the tragedies show the shock of the inability to accommodate "the volatile energies of life".

The two hemispheres of Long's world do not lend themselves to precise description, in spite of a good deal of assistance from Schopenhauer, Nietzsche and Wallace Stevens. There is a lot of overwriting, and a quite extraordinary tendency to repeat favourite words, the strict meaning of which becomes no clearer for all the reiteration: *volatile/volutility* and *kinesis/kinetic* are the worst offenders. I found three kinetics on one page (159): "the pulse of the world's kinesis", "the ferocious vitality of the kinetic world", "the nourishing vigour of the kinetic". Sometimes you find both words in one sentence: "The structures of Elsinorean normality have been prised apart by a single life and the volutilities of the world of kinesis have flared through the cracks."

The constant repetition of "you-know-what-I-mean" words and phrases increases one's feeling that much of the time the author is engaged in approximation. If a character is "trapped or locked in the limiting inflexibility of a culture's mores", it is possible to reuse the same words which described the last character so trapped. Concerning the Duke in *Measure for Measure*, we are told of "the withdrawn calculation of a tight-lipped man", "this cold, petty and frightened man". Concerning Claudius in *Hamlet*, we hear of "the steady, tight-lipped calculation of this fear-driven man".

The plays which Long is worst on are *Othello* and *Measure for Measure*. Desdemona is a timid sheep, incapable of standing up to her husband like a real woman because she is corrupted by the Venetian mind. Cassio (promoted to an honourary Venetian in a footnote) cannot carry his drink. Iago is "more deeply rooted in life's essential energies". The hero of the play turns out to be Emilia, who "knows, as Desdemona didn't, what wifely loyalty is and what it isn't". Does Long include within proper wifely loyalty the betrayal of Desdemona by evasion and silence about the handkerchief? Moral censoriousness runs at a pretty high rate and it seems to me a to state so emphatic is a better woman th without even bothering the moral problem of scene, III.iv.

A different way of ment on character is Isabella. Of the "thi ened generality" of as that on "man, Long says "we wo resorts to these precio looking Angelo in th strangest of the most concerns Claudius a who is portrayed ened, "oafish" three-d "cloddish", struggling the forces of psychol summing up Claudius and Polonius. Long ordinary human failin is little point in response which tries apportion blame crime' in which all tors are involved is the cipating without power normality which is most essential ness." Twice, I think chapter on *Hamlet*, Lo murder in connexion dius, and the referenc The real "crime" is Gertrude may be "Fi listhism". But Cla dered his brother in order to get his wife. If Long wants to infer that murde brother him much as the containment of "fe lity", he should be more the way he writes. It the book that he has the reader's disgust ventured "instinctual which he has passed drunkenness, may things like murder. In sive section of his chapter he separates evil a from which kinesis take".

The faults of Long's a peculiarly irritating they obscure if not sa tues. There is plenty and intelligent critica larly on *Troilus and C Lear*, *Macbeth* and *Cleopatra*. The final these last two plays, a interesting and creat where within *The Tempest* there is a very good but an outstanding book. ing point seems to right. I agree wholeh tramt and indulgent primordial tension is a conflict between society and other value Long's critical argumen my view marred by t confidence and a ten judgments, and the mos appreciation of his m ever, I am pretty sure will sell, and I look fo gloom to spending val time explaining that mona asked Emilia could have lost the Emilia replied "I madam"; and that stage direction for look Angelo in the face.

Phili

Among this week's reviewers

Denis Donoghue is professor of modern English and American literature at University College Dublin;

Philip Edwards has written Shakespeare and the Confines of Art and is King Alfred Professor of English literature at the University of Liverpool;

Nicholas Everitt lectures in philosophy at the University of East Anglia;

Peter New, author of George Crabbe's Poetry, lectures in English at the University of Exeter;

D. J. O'Connor is professor of philosophy at the University of Exeter and author of The Correspondence Theory of Truth;

Philip Pettit lectures in philosophy at University College London and author of The Concept of Structuralism;

John Rex is professor of sociology at the University of Warwick, editor of Approaches to Sociology and author of Social Conflict and Demystification of the Modern World;

William Vaughan is a lecturer in the history of art at University College London;

Theodore Zeldin is a fellow of St Anthony's College, Oxford, and has written Conflicts in French Society, Anticlericalism, Morals in the nineteenth century and France 1848-1945.

Art sector

Art Education: Documents and Policies 1768-1975

Edited and Introduced by Clive Ashwin

Society for Research into Higher Education, £3.60
ISBN 900868 503

This is a handy compendium of official documents, from the Foundation Instrument of the Royal Academy to the Gann Report on Vocational Courses in the Design Technician Area. A necessary book which will be much used, not least by me, so I am grateful. I shall criticize it though, for not having enough gravy round the dumplings.

The art and design sector preceded the rest of state education, and has developed separately; its peculiarities are difficult to follow without constant explanation and reminder. To understand these texts—especially the recent ones—the reader needs interpretation and commentary. Clive Ashwin fears he may be taken to task for neglecting the principle of impartiality, but he is impartial to the point of evanescence. Contrariwise, he should have teased more pattern from events, at the risk of seeming partisan, rather than have restrained himself from all proclamations which were not indisputable.

To take an example, for most of its life the sector has been unified and centrally organized, but the introduction in 1964 of "degree equivalent" Diploma in Art and Design courses split it into two classes of institutions and two classes of students. (Courses which were not recognized, dubbed "vocational", subsequently had no central organization, although they have the majority of students.) The split has hardened with the merger of the National Council for DipAD with the CNAA. Ashwin makes this decline forcibly elsewhere (*Studio International*, January/February, 1976): he should have made it here, and shown how the split was engineered by people with clear (even sometimes, honourable) motives—a tale only told in unofficial documents.

How do we find out if an official document was a response to the situation on the ground or a flat from above? It is difficult to judge success, or even aim, unless one knows what really happened. Students of the 1970 Report (The Structure of Art and Design (Education) should know that its rag-bag nature reflects the committee's lack of consensus: they should know for instance that its chapter ten "Future Developments" was printed as a critique of the direction the committee had so far taken—and, astonishingly, co-opted, tacked on whole. The selective and draconian use the DES made of the Report can be seen in Circular 7/71 and Admin Memo 12/72 (fortunately not referred to in the book.)

The unofficial documents are not merely illuminating: the real history of the time may choose to flow through them rather than official channels: for instance, Hornsey's Document 11 (issued during the 1968 sit-in) has arguably had more influence on thinking (and via NUS and ATTI, on policies), than the 1970 Report.

As for the interpretation of detail, the reader will not on his own perceive, for example, that the "broad areas of specialization" proposed as a framework for Dip AD courses in 1960—namely, Fine Art, Graphic Design, Three Dimensional Design and Textiles/Fashion — hardened into rigid and restrictive categories when Norman Potter, in 1968, proposed that "the following broad operations make better sense: product design (industrial production, buildings), environmental design (places), communications design (messages)" his was more than a mere philosophical point: it challenged the committee bureaucrats who were *actively preventing* the rational design of courses.

I am sure that the space constraints on this book were severe and I sympathize). All the same, I wish that the fare were more balanced—less official stodge, more stimulus to the appetite and aid to the digestion.

David Page

BOOKS

An intellectual community

Approaches to the Study of Social Structure

edited by Peter M. Blau
Open Books, £5.50 and £2.90
ISBN 0 7291 0030 8 and 0170 3

The Idea of Social Structure: Papers in honour of Robert K. Merton

edited by Lewis Coser
Harcourt Brace Jovanovich, £7.55
ISBN 0 15 540548 9

One of the ways in which conflict between sociologists expresses itself is in the struggle to control the term "structure". Typically in England until 1957 the word was the property of Fabian empiricism at the London School of Economics: it was used to refer to statistical classifications of the population such as that contained in Carr Saunders and Caradog Jones, *Social Structure of England and Wales*. But this 'usage was disputed by those who had contact with more theoretical sociology in Europe and by British anthropologists who followed Radcliffe Brown in searching for a way of studying complex societies and their social networks which would have the same precision and clarity as the study of kinship systems in primitive society. Fabian empiricism finally surrendered when the 1957 successor to the Carr Saunders and Caradog Jones volume came out under the modest title *Social Conditions in England and Wales*.

Recently "structuralism" has been the term used to refer to the highly specific methods used by Claude Lévi-Strauss and his followers in France. Unlike Radcliffe Brown, these structuralists do not use the term structure to refer to networks of relations between human beings, but to patterns underlying culture and social organization, which are thought of as a kind of geometry, having no reference to purposive action, or, indeed, to human beings at all. The result of this is that a whole intellectual tradition is being lost.

The recovery of this tradition would, of course, involve recourse to classical European sociology, to Durkheim's explorations of types of social solidarity, to Simmel's ingenius explorations of microsociology, to Marx's insight that the human essence was the ensemble of social relations, or to Max Weber's brilliant typologies of social forms. But it is also worth noting that, when all the dross of 50 years of American sociology has been set on one side, there remains a very interesting and theoretical tradition there, which has at its centre the study of structure.

In the long term historians of sociological thought will probably see that the intellectual origins of this tradition were to be found in Harvard and Columbia. In Harvard, because it was there that Parsons gathered together the insights of the European tradition in his brilliant *The Structure of Social Action* and found convergence among them; in Columbia because there Robert Merton has taught for more than thirty years, recognizing the contributions of Parsons, but himself developing theories of the middle range which could provide insights for empirical research. Around these men, and challenged by their ideas, others like George Homans, Peter Blau and Lewis Coser have added their contributions and succeeded in producing the kind of universe of discourse which makes cumulative development of a subject possible. Moreover all of those who contributed to this fairly abstract sociology were in touch with their times, with the tensions generated by having to use a largely European tradition to make sense of capitalist America, so that there is reflected in their arguments a very important line of political discussion. Looking at this from the outside one should recognize that this ongoing debate about social structure may be one of the main lines on which International sociology should develop, but, even if this is not the case, one would have to recognize in it a worthy and central contribution to American intellectual life.

No one who has met Robert Merton, now all too soon due for retirement, can fail to recognize his outstanding importance as a teacher. Since the thirties he has been the outstanding teachor at Columbia, including among his students some of the ablest young American social scientists and setting problems for them to solve. No one from outside can understand American sociology today who has not comprehended the nature of this influence. There has long been a need for an appreciation and assessment of Merton's work in systematic terms. That indeed may yet come. But until it does, Coser's *Festschrift* will do well as a substitute. Starting with a conversation about Merton between Coser and Robert Nisbet, it includes enormously interesting essays by Parsons, reflecting on Merton's essay *Manifest and Latent Functions*; Arthur Stinchcombe, discerning in Merton's diverse works an underlying consistency and a systematic theory of action; Coser himself on Merton's relation to the European tradition; and a great many other essays which, as the section subtitle suggests, stand on the shoulders of Merton.

While feeling an enormous admiration and kinship with the group of scholars engaged in this debate (I felt that in their own rather low-key way they represented an intellectual community comparable to the group of scholars to whom Max Weber was able to orient his work 50 years earlier) one may perhaps have some reservations. Did Merton ever really resolve the problem of demonstrating societal needs as the basis of functional analysis without resorting to ideology? Did his emphasis upon structural constraints prevent him from recognizing completely the possibilities of purposeful social change? Does he not underemphasize the concept of action underlying that of structure? Is it not surprising that in his more theoretical writings, Weberian ideas are ignored and those of Simmel and Durkheim overstated?

The symposium of papers on social structure presented to the Toronto conference of the International Sociological Association and here edited by Peter Blau add something to the debate which Merton started. It is perhaps overambitious, were it to reach out in all directions and embrace the ethnomethodological, French structuralist and Marxist traditions all within one universe of discourse, but it does include contributions by Bierstedt, Bottomore, Coleman, Coser, Goode, Homans, Lenski, Lipset, Morton, Parsons and Walter Wallace which are all stimulating in themselves. Coleman is perhaps particularly interesting in trying to produce a sociological theory which shares with economics its emphasis on purposive action, yet widens the range of problems which can be studied. All in all it shows that sociological theory, stated in an economical and systematic way, not merely has its own contribution to make, but can be fruitfully related to psychology, economics and political science. Certainly in this hundred flowers period of sociology the theoretical coherence of these two sets of essays is very welcome.

John Rex

American flexibility

Presidents confront Reality

by Lyman A. Glenny, John R. Shea, Janet H. Ruyle and Kathryn H. Freschi

Jossey-Bass, £8.50
ISBN 0 87589 272 8

In the fortunate 1960s American higher education went through a painful and prolonged crisis of self-confidence but its headlong expansion continued unabated (and even accelerated in the case of the two-year community colleges in particular), fuelled by the prosperity of the pseudo-wartime economy of the Vietnam years. In the less fortunate 1970s the situation has been reversed. Universities and colleges in the United States have largely regained their internal equilibrium but now face a much less sympathetic world outside the campus. In an economy only now emerging from recession financial support has dwindled and in a society that appears for the moment to have shrunk from the bold aspirations of the Kennedy and Johnson years student enrolment has faltered.

The conventional description for the present condition of American higher education is "steady state", a phrase that became popular three or four years ago to contrast the most recent experience of colleges with their unbroken expansion since the end of the war. No body has done more to elucidate this phenomenon than the former Carnegie Commission on Higher Education and its successor, the Carnegie Council Policy Studies in Higher Education.

This book is based on a survey carried out in the summer of 1974 by the Center for Research and Development in Higher Education at Berkeley for the Carnegie Council. More than 1,200 institutions of higher education replied to a lengthy questionnaire on financial support and enrolment trends. The first half of the book contains a careful, and occasionally almost too restrained, interpretation of the returns, and the second the detailed tables.

Because of the tight timetable for the survey university and college presidents were asked to provide rough-and-ready, even impressionistic, answers rather than look up detailed information. Nevertheless, a useful quantitative picture of "steady state" emerges in the book. To some extent our picture of this phenomenon is modified. Public debates require issues to be expressed in terms of sharp and sometimes misleading contrasts—in this case between optimistic expansion and gloomy "steady state" if not decline. The truth is always more complex and more subtle and this book manages in a short space to convey much of the complexity and even ambiguity, surrounding the phrase "steady state". The authors show that while fewer colleges anticipate expansion of student numbers in the future (up to 1980) than in the past (1967-74), fewer also expect decline. They also show that considerable expectation of expansion remains, particularly in community colleges in the public sector and in vocational schools in the private.

More important, perhaps, this book gives a qualitative picture of "steady state". Colleges were asked to give their impressions of the likely effect of financial austerity and a faltering rate of growth of student numbers on the curriculum, the quality of staff and students, and decision making within and the management style of the institution. The answers give us an important feel for the mood of American higher education today. Of course, there are pessimists like the college president who commented: "Closure is a distinct possibility for a small, unendowed institution trying to survive in an inflationary economy which devalues what liberal education values." But, again, the main impression is of optimism rather than pessimism, above all, of flexibility in meeting new needs and resilience in the face of difficulty and unpopularity. If British higher education can display half this resilience in the coming years, it will have little need to complain of cuts in public expenditure.

Peter Scott

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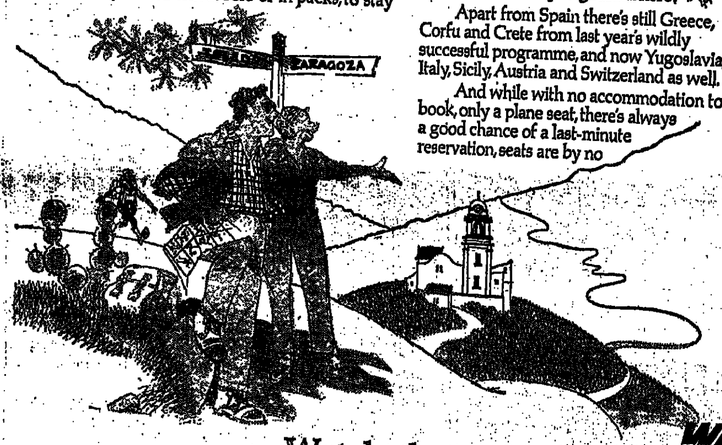
Apart from Spain there's still Greece, Corfu and Crete from last year's wildly successful programme, and now Yugoslavia, Italy, Sicily, Austria and Switzerland as well.

And while with no accommodation to book, only a plane seat, there's always a good chance of a last-minute reservation, seats are by no means unlimited and you'd be wise to book up before too many others cotton on.

Your nearest travel agent or Spanish Tourist Office has the leaflets, or ring one of the numbers below.

Departure Airport	Destination	Tel.No.
Luton/Gatwick	Costas Blanca, Brava and del Sol	01-387 4461
Luton/Gatwick	Majorca/Ibiza Minorca	01-388 1241
Luton/Gatwick	Greece/Yugoslavia/Italy/Sicily	01-387 5091
Luton/Gatwick	Austria/Switzerland	01-388 2390
Manchester	Majorca/Ibiza, Italy/Yugoslavia	061-833 0243
Manchester	All others	061-833 0263
Cardiff	Spain/Balearics	0222-21061
Bristol	Spain/Balearics/Corfu	0272-297744
Birmingham	Spain/Balearics	021-2368201
East Midlands	Spain/Balearics/Corfu	0533-51251
Glasgow	Spain/Balearics/Italy/Yugoslavia	041-221 7080
Newcastle	Spain/Balearics/Corfu	0632-25111



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Universities

UNIVERSITY OF NAIROBI KENYA

Applications are invited for the following posts in the Faculty of Commerce:

1. DEPARTMENT OF MANAGEMENT SCIENCE

(a) Professor

Applicants should preferably have a Doctoral Degree (or its equivalent) followed by professional qualifications, and research experience. They should be specialized in at least one of the following areas: Quantative Analysis for Administrative Decisions, Applied Statistics, Systems Analysis, and Computer Science. The appointee will be expected to teach undergraduate and postgraduate courses.

(b) Senior Lecturer

Applicants for this post should have a Masters Degree and experience in teaching as well as research. They should be specialized in at least one of the following areas: Quantative Analysis for Administrative Decisions, Applied Statistics, Systems Analysis, and Computer Science. The appointee will be expected to teach undergraduate and post-graduate courses.

It is possible that one of these posts will be filled by a home-based post appointment already advertised by the University of Sussex.

2. DEPARTMENT OF ACCOUNTING

(a) Professor

Applicants should be appropriately qualified academically and professionally, with the experience and personal qualities necessary for an appointment, at this level. The appointee will be required to provide academic leadership to the Department. In particular he will be expected to encourage and promote development of the junior local staff members; foster locally based research, and development of new courses pertinent to the Kenyan environment. The post will carry a teaching commitment, and may involve departmental administrative responsibilities.

(b) Associate Professor

Applicants should have appropriate academic and professional qualifications, with significant research achievement, and teaching experience at postgraduate level. The main emphasis of the duties attaching to this appointment will be the promotion of research in the Department both within an existing Master's degree which incorporates a significant independent study and thesis component, and by other means, including the organisation of staff and postgraduate seminars as a medium through which research ideas can be discussed and developed, and by seeking liaison with the Kenyan business and professional community. The post will carry a teaching commitment probably on post-graduate courses.

Senior Lecturer

Applicants should have good academic and, preferably, professional qualifications in accounting. Additionally, significant teaching experience at University level is required.

It is possible that one of these posts will be filled by a home-based post appointment already advertised by the University of Lancaster.

3. DEPARTMENT OF BUSINESS ADMINISTRATION

Senior Lecturer (3 posts)

Applicants should have at least a Masters Degree in Business Administration, Management or a related Social Science degree. They should have considerable teaching and research experience in addition. The appointees will be expected to teach at the undergraduate and postgraduate level and have the capacity to give academic and research leadership in some of the following areas: Personnel Administration Labour Relations/Economics, International Business, Organization Theory and Behaviour, Marketing and Public Enterprise Management.

It is possible that one of these posts will be filled by a home-based post appointment already advertised by the University of Edinburgh.

Salaries: Professor KL4,320-KL5,100 p.a. Associate Professor KL3,600-KL4,128 p.a. Senior Lecturer KL2,772-KL3,600. p.a. (KL1= £1.25 sterling). The British Government may supplement salary in ranges £3,856-£5,968 p.a. (sterling) for married appointees or £1,556-£2,718 p.a. (sterling) for single appointees (supplements are tax-free, reviewed annually normally free of all tax) and provide children's education allowances and holiday visit passages. F.S.S.U.; family passages; various allowances. Detailed applications (2 copies) including a curriculum vitae and naming 3 referees should be sent by airmail not later than 16 June, 1976, to the Registrar (Recruitment and Training), University of Nairobi, P.O. Box 30197, Nairobi, Kenya. Applicants resident in UK should also send 1 copy to Inter-University Council, 90/91, Tottenham Court Road, London W1P 0DT. Further particulars may be obtained from either address.

ULSTER:
THE NEW UNIVERSITY

School of Biological and Environmental Studies

Lecturer in Geography

Applications are invited for the post of Lecturer in Geography from 1st October, 1976.

The person appointed will be required to lecture on QUANTIFICATION and the application of STATISTICAL TECHNIQUES to GEOGRAPHY. A special interest, within the broad field of human geography is also necessary.

Salary Scale (with FSSU/USS): £6,174 by £204 (16) by £212 (1) to £8,446 per annum.

Appointment will normally be made within the first three points of the scale.

Further particulars may be obtained from The Registrar, The New University of Ulster, Coleraine, Northern Ireland (quoting Ref.: 76/40) to whom applications, including the names and addresses of three referees should be sent not later than 4th June, 1976.

The British Council

Invites applications for the following posts:—

Instructors in English for Special Purposes (Kuwait)

English Language Centre, University of Kuwait
To teach English Language and to assist in development of materials, testing and curriculum planning.
Graduates with MA and 3 years' experience or Diploma and 5 years' experience in TEFL or Applied Linguistics. Single teachers or married couples without children.
Salary: KD 2040 pa (£3,643 at KD .56=£1) plus KD 90 pa for each year of TEFL experience. No local taxation.
Benefits: special allowance 50% of basic salary; COLA; housing and car allowances. One-year contract, renewable. 76 AU 67-78

Lecturers in English (Saudi Arabia)

Faculty of Medicine, University of Riyadh
Candidates (2 male, 2 female) must have a degree and a diploma or experience in TEFL.
Salary: Saudi Riyals 38,880 pa minimum (£5,760 at current rate). No local tax.
Benefits: free accommodation. One-year contract, renewable. 76 AU 24-27

Lector in English (Yugoslavia)

Faculty of Economics and Commerce, University of Maribor
Graduates with several years' experience in commerce or industry and some TEFL experience.
Salary: 6,000 New Dinars minimum per month, plus sterling subsidy of £1,191 pa paid in Britain.
Benefits: medical scheme; employers portion of superannuation. One-year contract, renewable. 76 SU 66

Lecturers in Chemistry (Iran)

Abadan Institute of Technology
Lecturer in Organic Chemistry and Organic Spectroscopy
Lecturer in Analytical and General Chemistry
Salary: £6,289-£9,623 pa approx.
Benefits: return passage for family; accommodation at nominal rent; baggage allowance; free medical services. Two-year contract, renewable. 76 HO 73-74

Return fares are paid. Local contracts are guaranteed by the British Council.
Please write, briefly stating qualifications and length of appropriate experience; quoting relevant reference number and title of post for further details and an application form to The British Council (Appointments), 65 Davies Street, London W1Y 2AA.

UNIVERSITY OF EXETER

Applications are invited for the following posts on the academic staff of the University:

LECTURER IN ENGLISH (Reference 1/10a/3131). An interest in the 19th century and particularly the Romantic Revival would be an advantage.

LECTURER IN PHYSICAL GEOGRAPHY (Reference 1/10a/3132) Both commencing salaries will be within the first four points (£5,174-£5,766) of the Lecturers' Scale £3,174-£6,446.

The appointments will be subject to a probationary period of normally three years with the prospect of permanency thereafter.

TUTOR in the Department of Economic History (Reference 1/10a/7130) Preference to candidates specialising in both British economic and social history since 1760.

3 TUTORS in the Department of History (Reference 1/10a/7131) Preference to candidates completing a post-graduate degree and specialising in British and European history before 1600. At least one appointment will be made to a pre-1400 specialist.

Tenure for one year at salary of £2,766 per annum.

All posts tenable from 1st October 1976.

Further particulars from the Administrative Officer (Staffing), University of Exeter, Exeter EX4 4QJ, to whom applications (8 copies Lecturers 3 copies Tutors: overseas candidates 1 copy) should be sent by 4th June 1976.

University of London
Goldsmiths' College
New Cross, London, SE14 6NW

Applications are invited for the post of

Deputy Warden of Goldsmiths' College

which will become vacant at the end of the current session on the retirement of the present holder.
The Warden, Dr. Richard Hoggart, is the academic and administrative Head of the College, responsible to the College Delegacy which is appointed by the Senate of the University of London. The Deputy Warden assists the Warden in carrying out his academic and administrative duties; he is a member of the Delegacy, Deputy Chairman of the Academic Board and Chairman of important academic committees of the Board; he will take responsibility for such academic and administrative duties as are delegated to him by the Warden and will act for the Warden in his absence.
The College consists of five Schools—Adult and Social Studies, Art and Design, Education, Humanities and Performing Arts, and Science and Mathematics. From 1st September, 1976, there will be some 3,000 full-time and 4,000 part-time students taking a wide range of courses, including degree courses in Arts, Science, the Social Sciences, Music, Education and Fine Art. There are considerable opportunities for post-graduate study, whether by thesis or by course-work, leading to higher degrees, certificates or diplomas. Post-graduate work is to be particularly developed.
The Delegacy is looking for a candidate of academic distinction and proved administrative ability relevant to the developing Higher Education and University Institution. The person appointed should take up the post on 1st September, 1976, or as soon as possible thereafter.
The salary of the Deputy Warden is at present under review but will not be less than £10,740 per annum including London Allowance, with normal superannuation provision.
Further particulars of the College and the post can be obtained on written request to the Personnel Officer, to whom applications (3 copies) with the names of three referees, should be sent as soon as possible and, in any case, not later than 31st May, 1976.

THE UNIVERSITY OF THE WEST INDIES—TRINIDAD

Applications are invited for the following vacancies:

1. Sociology
One post of Professor/Senior Lecturer in the Department of Sociology.

2. Education
One post of Research Fellow/Lecturer/Assistant Lecturer in Teacher Education in the School of Education. Duties include curriculum renewal with general reference to Teachers' Colleges and teaching in established programmes in School of Education.

3. History
One post of Lecturer/Assistant Lecturer in Development of Civilisation. Appointee should be qualified to teach and organise courses in pre-history and the development of early civilisations; history of science and technology; comparative religions; African and Asian civilisations and modern history.

Salary Scales 1976/77—Professor: TT$31,752-$39,564 p.a. Senior Lecturer: TT$22,947-TT$31,068 p.a. Lecturer and Research Fellow: TT$15,000-TT$20,788 p.a. Assistant Lecturer: TT$13,305-TT$15,588 p.a. (£1 sterling=TT$4.8). F.S.S.U. Unfurnished accommodation if available at 10% or furnished at 12½% or housing allowance of 20% pensionable salary. Family passages. Study and Travel Grant. Detailed application (six copies) giving full particulars of qualifications and experience, date of birth, marital status and the names and addresses of three referees should be sent as soon as possible to the Secretary, University of the West Indies, St. Augustine, Trinidad. Further particulars of the post will be sent to all applicants.

University of Wales
UWIST
ATTITUDES TO LANGUAGE

Applications are invited from graduates in ENGLISH, LINGUISTICS, PSYCHOLOGY or other appropriate subjects for the Advanced Research Scholarship in Communication in Science and Technology, tenable in the Communication Studies Unit of the Department of English. The successful candidate will be required to investigate how the language chosen for presenting scientific information affects the esteem accorded to the speakers/writers by the audience.
The scholarship, value £1,400, is available for one year. Candidates must be eligible for registration for a higher degree of the University of Wales.
Further details and application forms may be obtained from the Academic Registrar, UWIST, Cardiff CF1 3ND.

ABERDEEN
THE UNIVERSITY
LECTURESHIP IN RELIGIOUS STUDIES

Applications are invited for a lectureship. Candidates should be competent in the phenomenology and history of religion and qualified in the study of Islam or of Indian religions. Overseas experience would be an advantage. Salary on scale £3,192 to £6,446 with appropriate placing.
Further particulars from The Secretary, The University, Aberdeen, with whom applications (two copies) should be lodged by 3rd May, 1976.

Universities continued

UNIVERSITY OF THE WEST INDIES—JAMAICA

Applications are invited for the following posts in the Faculty of Science:

1. **Mathematics—Senior Lecturer/Lecturer in Applied Mathematics**

The appointee will be a person with teaching and research experience in Statistic or Computing Science or allied fields.

2. **Zoology—Lecturer/Assistant Lecturer in Fisheries Biology**

The appointee will be expected to assist in the development of programmes of research and teaching in fisheries biology and fisheries management in the Caribbean.

3. **Physics—Lecturer/Assistant Lecturer**

Preference will be given to candidates with interests and some experience in (a) Industrial Electronics and Instrumentation and (b) Systems Engineering. The appointee will be expected to take up duties by 1 October, 1976.

Salary Scales: Senior Lecturer 1976/78 J$10,614-$14,898 p.a.; Lecturer 1976/77 J$11,223-$16,818 p.a.; Assistant Lecturer 1976/78 J$7,710-$12,030 p.a. 1976/77 J$8,250-$12,823 p.a. Assistant Lecturer 1975/76 J$6,268-$7,278 p.a. 1976/77 J$6,726-$7,884 p.a. (£1 sterling=J$1.69). F.S.S.U. Study and Travel Grant. Unfurnished accommodation will be let by the University at a rental of 10% of salary. Alternatively a housing allowance of 20% of salary will be paid. Family passages. Details of applications (six copies) giving full particulars of qualifications and experience, date of birth, marital status and the names and addresses of three referees should be sent as soon as possible after publication of this advertisement to the Registrar, University of the West Indies, Mona, Kingston 7, Jamaica. Further particulars of the post are available from the same source or from the Inter-University Council for Higher Education Overseas, 90-91 Tottenham Court Road, London W1P 0DT, England.

UNIVERSITY OF THE WEST INDIES—TRINIDAD

Applications are invited for the post of

LECTURER/ASSISTANT LECTURER IN BIOMETRICS

in the Faculty of Agriculture. Candidates should have a first degree in an agriculture or related subject and postgraduate qualifications in Biometrics. The appointee will participate in teaching Biometrics related disciplines to undergraduates and postgraduates in the Faculty of Agriculture and will supervise undergraduate research. Date of assumption of duties as soon as possible after July 1 and not later than September 1, 1976. Salary scales: 1976/78 TT$16,500-TT$23,788 p.a.; Assistant Lecturer TT$13,365-TT$16,580 (£1 sterling = TT$4.8). F.S.S.U. Unfurnished accommodation is available at 10% or furnished at 15% or housing allowances of 20% pensionable salary. Passages. Study and Travel Grant. Detailed application (six copies) giving full particulars of qualifications and experience, date of birth, marital status and the names and addresses of three referees should be sent as soon as possible to the Secretary, University of the West Indies, St. Augustine, Trinidad. Further particulars of the post will be sent to all applicants.

ADDIS ABABA UNIVERSITY, ETHIOPIA

Applications are invited for the following posts:—

1. **English Language Teaching Unit**

(a) 5 English Language Instructors for students in Science, Engineering, Public Health, Agriculture and TEEL Teacher Training.

(b) 2 Applied Linguists.

2. **Department of English**

Lecturers in English Language.

Salary scale for the Lecturer grade: Eth$13,500-15,000 p.a. without outside supplementation or Eth$6,480-10,800 p.a. with outside supplementation. (£1 sterling=Eth$5.617).

Study leave with full salary. University Council may supplement salaries in the range £1,830-£2,800 p.a. (sterling), (normally free of tax) and provide children's education allowances and holiday visit passages. The University provides family passages and a housing allowance. Detailed applications (2 copies) including a curriculum vitae and naming 3 referees should be sent by airmail to the Academic President, Addis Ababa University, P.O. Box 1176, Addis Ababa, Ethiopia. Applicants resident in U.K. should also send one copy to the Inter-University Council for Higher Education Overseas, 90-91 Tottenham Court Road, London W1P 0DT, England.

Closing date: 10 June, 1976.

AUSTRALIA

MONASH UNIVERSITY
Melbourne

DEPARTMENT OF GEOGRAPHY

TUTOR IN HUMAN GEOGRAPHY

The successful applicant will be expected to conduct tutorials and to undertake research. It is hoped that the appointee will proceed to PhD or MPhil. The salary will be within the range A$9,753-$10,878 (AUD.1.00 per annum. Travel allowance and Travel Scholarship. Repatriation. Assistance with temporary housing.

Information and application procedure available from the Academic Registrar, Monash University, Clayton, Victoria, 3168, Australia. The Association of Commonwealth Universities (Appts.), 36 Gordon Square, London WC1H 0PF.

Applications close on the Department to Professor R. I. Kapp not later than 1st June, 1976. Closing date 1st June, 1976.

UNIVERSITY OF THE WEST INDIES—JAMAICA

Applications are invited for the post of

LECTURER/ASSISTANT LECTURER IN FRENCH LITERATURE

with qualifications in French Caribbean and French African Literature. The appointee will be required to assume duties at Mona not later than 1st October, 1976. Salary scales: Lecturer: 1976/78 J$7,710-J$12,030 p.a.; 1976/77 J$8,250-$12,823 p.a. Assistant Lecturer: 1976/78 J$6,268-$7,278 p.a.; 1976/77 J$6,726-$7,884 p.a. (£1 sterling =$1.69). F.S.S.U. Unfurnished accommodation will be let by the University at a rental of 10% of salary or a housing allowance of 20% of salary if passages. Detailed applications (six copies) giving full particulars of qualifications and experience, date of birth, marital status and the names and addresses of three referees should be sent as soon as possible to the Registrar, University of the West Indies, Kingston 7, Jamaica. Further particulars of the post are available from the same source or from the Inter-University Council for Higher Education Overseas, 90-91 Tottenham Court Road, London W1P 0DT, England.

AUSTRALIA

MACQUARIE UNIVERSITY
Sydney

CHAIR OF HISTORY

Applications are invited for appointment to a CHAIR of History. It is hoped to fill the chair of Modern History (including Asian and economic) history in the School of History, Philosophy and Politics. This Chair has become vacant by the appointment of Emeritus Professor Hainsworth. Applications should be addressed to the Registrar and Deputy Vice-Chancellor.

The chair is tenable not before 1st January, 1977 at a salary of $A25,000 p.a. with additional superannuation. Further details of the responsibilities of the position which the appointment is to fill, and of the University may be had on application. Information available in London from the Registrar (Academic) Macquarie University, Australia. Further particulars of the post are available from the same source or from the Inter-University Council for Higher Education Overseas, 90-91 Tottenham Court Road, London W1P 0DT, England.

CRANFIELD

CRANFIELD INSTITUTE OF TECHNOLOGY

LECTURESHIP IN FRENCH

LECTURER required from 1st October, 1976 to contribute to the teaching in courses in Engineering, Management and Technology Management leading to Degrees and Diploma courses. Applicants should have a first degree in French and preferably a higher degree. They should also have a knowledge of German and Russian and should be competent in the teaching of French to students whose main interests are in technology. Facilities are available for research leading to the degree of PhD. Salary scales: Lecturer £3,174 to £4,446 per annum. Superannuation scheme. Assistance with temporary housing.

Further information and application forms available from the Academic Registrar, Cranfield Institute of Technology, Cranfield, Bedford MK43 0AL. Telephone Cranfield 750111, ext. 2268. Closing date for applications 4th June, 1976.

AUSTRALIA

MURDOCH UNIVERSITY
Perth, Western Australia

Murdoch University, Western Australia's second University, admitted its first students in February, 1975. The University is committed to taking a fresh approach to higher education, with the goal of responding effectively to the conditions and needs of the late twentieth century. This is reflected in the curricula, organisational structures, programmes of teaching and recruitment of staff.

The University is organised on a system of schools of study, with the Chairman of each school having both academic and administrative responsibility.

Applications are invited for the following position which is to be taken up by mid July, 1976, or as soon thereafter as possible.

SCHOOL OF SOCIAL INQUIRY
(Chairman: Professor J. Raser)

LECTURESHIP/SENIOR LECTURESHIP IN PSYCHOLOGY
(Ref. G/29)

Applications are invited from suitably qualified persons to participate in a new programme in Human Development. Preference will be given to those qualified psychologists with special interests in any one or more of the following: clinical child psychology, developmental psychology, experimental psychology, social psychology.

Applicants should have clinical experience and a responsibility for undergraduate specialised courses, and where possible opportunities for pursuit and supervision research and be able to participate in other programmes of the Inter-disciplinary School.

In the Human Development Programme a group of specialists from various other disciplines collaborate to provide a coherent study in depth of the phenomena of human development and of the models that help us to understand and account for these phenomena. Special attention is given to the processes of normal development through which we attain the adult and their implications for personal and social adjustment. Walls one of the aims of the programme is to provide appropriate for further training and professional, to equip those with legal and various related occupations, and to provide those students who seek a general education in depth with some understanding of the processes, interactions and needs involved in human growth and behavioural development.

Applications are invited for one of the teaching in this programme in the School of Education and for the University's School of Social Inquiry. The latter also bears major responsibilities in programmes in economics, history, and peace studies.

Salary ranges: Lecturer $A12,636 - $17,520; Senior Lecturer $A17,569-$A20,691.

Appointments will normally be made at the lecturer level but in the case of an outstanding applicant consideration will be given to appointment at the senior lecturer level.

Conditions: Annual superannuation, similar to F.S.S.U. Unfurnished accommodation is available at rental of 10% or furnished at 15% or housing allowances of 20% pensionable salary. Family passages. Study and Travel Grant.

Detailed application (six copies) giving full particulars of qualifications and experience, date of birth, marital status and the names and addresses of three referees should be sent as soon as possible to the Secretary, University of the West Indies, St. Augustine, Trinidad. Further particulars of the post will be sent to all applicants.

AUSTRALIA

AUSTRALIAN NATIONAL UNIVERSITY

Applications are invited for appointment to the following:

RESEARCH SCHOOL OF PACIFIC STUDIES

SENIOR RESEARCH FELLOW AND RESEARCH FELLOW

DEPARTMENT OF INTERNATIONAL RELATIONS
(two posts)

Two posts, one at the level of Senior Research Fellow and one at the level of Research Fellow, to commence in the Department of International Relations, whose interests and activities are concerned with D. B. Miller and Australia.

The Department is interested in building wide-ranging interdisciplinary questions, including the theory of world politics, the international politics of the Asian-Pacific region and the Third World, Australian foreign and defence policies, strategic studies, and the politics of international economics. Applications are invited from persons in any of these fields.

Further information may be obtained from Professor Miller in his capacity as Head of Department Bull who is on study leave from 1st April to 31st October) and Mr. Soals (Secretary).

Closing date: 25 June, 1976.

RESEARCH SCHOOL OF PHYSICAL SCIENCES

SENIOR RESEARCH FELLOW/ RESEARCH FELLOW

DEPARTMENT OF MATHEMATICS

The Department has responsibility for instruction and research in pure and applied mathematics. Research interests include analysis, foundations, group theory, geometry, differential equations and control theory. Applicants would be expected to participate in research in one or more of these fields.

Closing date: 28 June, 1976.

Salaries: Salary on appointment will be paid at a point in accordance with qualifications and experience within the ranges: Senior Research Fellow: $A14,000-$A16,500 p.a. (maximum); Research Fellow, $A12,000-$A14,000 p.a. (maximum). Current superannuation rates are 15.2% - 15.8%.

Other conditions: Tenure as Senior Research Fellow and Research Fellow is normally for three years, but in each instance with possibility of extension to five years.

Reasonable travel expenses are paid. Superannuation benefits are available.

The University reserves the right not to make an appointment by invitation at any time.

Prospective applicants should apply to the Association of Commonwealth Universities (Appts.), 36 Gordon Square, London WC1H 0PF for further particulars before applying.

ABERYSTWYTH
THE UNIVERSITY COLLEGE OF WALES

DEPARTMENT OF APPLIED MATHEMATICS AND PHYSICS

RESEARCH IN LASER SPECTROSCOPY

Applications are invited for the post of RESEARCH ASSOCIATE tenable from 1st October, 1976.

Applications for two years initially on a research programme which have a bearing on non-Newtonian flow problems and the study of the dynamics of polymer solutions using photon correlation spectroscopy. Candidates should have research experience in some aspect of engineering physics.

Salary scale £3,174 per annum.

Application forms are obtainable from the Registrar. Closing date: 12th June, 1976.

CARDIFF
UNIVERSITY COLLEGE

Applications are invited for the post of LECTURER in the Department of POLITICS.

Salary range: £3,174 to £6,447 p.a. (under review 1st October if possible, otherwise 1st January, 1977).

Applications (two copies), together with the names of two referees, should be forwarded to the Vice-Principal (Appointments), University College, P.O. Box 78, Cardiff CF1 1XL, from whom further particulars may be obtained. Closing date: 21st May, 1976. Please quote Ref. 1288.

DUBLIN
UNIVERSITY COLLEGE

DEPARTMENT OF PSYCHOLOGY

Applications are invited for two academic posts, one of which will be ASSISTANT LECTURER in the DEPARTMENT OF PSYCHOLOGY.

Clinical Psychology: Applications will also be considered from suitably qualified graduates from other disciplines. All candidates will be required to indicate their interests and willingness to work in more than one area of psychology.

The current salary scale is £2,697 to £3,885 per annum, rising to £4,305 by 1982.

Salary will be on the relevant scale, fixed in accordance with qualifications and experience.

Non-contributory pension scheme. Family allowances are additional to salary. An F.S.S.U. scheme is in operation. Three scholarships of £1,245 per annum.

Forms of application, further information (including details of application procedure) and copies of the Statutes governing the posts may be obtained from the Secretary and Bursar, University College, Belfield, Dublin 4. Telephone 693244.

The latest date for receipt of completed applications will be May 28, 1976.

BIRMINGHAM
THE UNIVERSITY

DEPARTMENT OF RUSSIAN LANGUAGE AND LITERATURE

Applications are invited from candidates under the age of thirty-five for a Junior Research Fellowship tenable for three years from 1 October, 1976. Applicants must be graduates of a British university and have a first or second class honours degree.

Applications, (two copies), together with the names of two referees, should be sent to the Registrar, The University, P.O. Box 363, Birmingham B15 2TT, from whom further particulars may be obtained.

AUSTRALIA

AUSTRALIAN NATIONAL UNIVERSITY

Applications are invited for appointment to the following:

RESEARCH SCHOOL OF PACIFIC STUDIES

SENIOR RESEARCH FELLOW AND RESEARCH FELLOW

DEPARTMENT OF INTERNATIONAL RELATIONS
(two posts)

Two posts, one at the level of Senior Research Fellow and one at the level of Research Fellow, to commence in the Department of International Relations, whose interests and activities are concerned with D. B. Miller and Australia.

The Department is interested in building wide-ranging interdisciplinary questions, including the theory of world politics, the international politics of the Asian-Pacific region and the Third World, Australian foreign and defence policies, strategic studies, and the politics of international economics. Applications are invited from persons in any of these fields.

Further information may be obtained from Professor Miller in his capacity as Head of Department Bull who is on study leave from 1st April to 31st October) and Mr. Soals (Secretary).

Closing date: 25 June, 1976.

RESEARCH SCHOOL OF PHYSICAL SCIENCES

SENIOR RESEARCH FELLOW/ RESEARCH FELLOW

DEPARTMENT OF MATHEMATICS

The Department has responsibility for instruction and research in pure and applied mathematics. Research interests include analysis, foundations, group theory, geometry, differential equations and control theory. Applicants would be expected to participate in research in one or more of these fields.

Closing date: 28 June, 1976.

Salaries: Salary on appointment will be paid at a point in accordance with qualifications and experience within the ranges: Senior Research Fellow: $A14,000-$A16,500 p.a. (maximum); Research Fellow, $A12,000-$A14,000 p.a. (maximum). Current superannuation rates are 15.2% - 15.8%.

Other conditions: Tenure as Senior Research Fellow and Research Fellow is normally for three years, but in each instance with possibility of extension to five years.

Reasonable travel expenses are paid. Superannuation benefits are available.

The University reserves the right not to make an appointment by invitation at any time.

Prospective applicants should apply to the Association of Commonwealth Universities (Appts.), 36 Gordon Square, London WC1H 0PF for further particulars before applying.

DUNDEE
THE UNIVERSITY

There is a vacancy for a LECTURER in ENGLISH in the Department of English and applications are invited from persons from candidates with appropriate qualifications in any branch of the subject.

Salary scale: £3,174 to £6,447. Grant towards removal expenses may be made.

Further information can be obtained from The Secretary, The University, Dundee DD1 4HN, with whom applications (3 copies) should be lodged not later than 4th June, 1976. Applicants may be asked to provide the names of two referees and addresses of persons from whom testimonials may be obtained.

The Department is interested in building wide-ranging interdisciplinary questions, including the theory of world politics, the international politics of the Asian-Pacific region and the Third World, Australian foreign and defence policies, strategic studies, and the politics of international economics. Applications are invited from persons in any of these fields.

Further information may be obtained from Professor Miller in his capacity as Head of Department Bull who is on study leave from 1st April to 31st October) and Mr. Soals (Secretary).

Closing date: 25 June, 1976.

RESEARCH SCHOOL OF PHYSICAL SCIENCES

SENIOR RESEARCH FELLOW/ RESEARCH FELLOW

DEPARTMENT OF MATHEMATICS

The Department has responsibility for instruction and research in pure and applied mathematics. Research interests include analysis, foundations, group theory, geometry, differential equations and control theory. Applicants would be expected to participate in research in one or more of these fields.

Closing date: 28 June, 1976.

Salaries: Salary on appointment will be paid at a point in accordance with qualifications and experience within the ranges: Senior Research Fellow: $A14,000-$A16,500 p.a. (maximum); Research Fellow, $A12,000-$A14,000 p.a. (maximum). Current superannuation rates are 15.2% - 15.8%.

Other conditions: Tenure as Senior Research Fellow and Research Fellow is normally for three years, but in each instance with possibility of extension to five years.

Reasonable travel expenses are paid. Superannuation benefits are available.

The University reserves the right not to make an appointment by invitation at any time.

Prospective applicants should apply to the Association of Commonwealth Universities (Appts.), 36 Gordon Square, London WC1H 0PF for further particulars before applying.

DUNDEE
THE UNIVERSITY

Applications are invited for the post of LECTURER in the Department of French.

No particular field of interest is specified but the duties of the posts will special qualifications in the language with reference to further training and professional to equip those with legal and various related occupations, and to provide those students who seek a general education in depth with some understanding of the processes, interactions and needs involved in human growth and behavioural development.

Applications are invited for one of the teaching in this programme in the School of Education and for the University's School of Social Inquiry. The latter also bears major responsibilities in programmes in economics, history, and peace studies.

Salary ranges: Lecturer $A12,636 - $17,520; Senior Lecturer $A17,569-$A20,691.

Appointments will normally be made at the lecturer level but in the case of an outstanding applicant consideration will be given to appointment at the senior lecturer level.

Conditions: Annual superannuation, similar to F.S.S.U. Unfurnished accommodation is available at rental of 10% or furnished at 15% or housing allowances of 20% pensionable salary. Family passages. Study and Travel Grant.

Detailed application (six copies) giving full particulars of qualifications and experience, date of birth, marital status and the names and addresses of three referees should be sent as soon as possible to the Secretary, University of the West Indies, St. Augustine, Trinidad. Further particulars of the post will be sent to all applicants.

EDINBURGH
THE UNIVERSITY

LECTURESHIP IN ECONOMICS

Applications are invited for the post of LECTURER in the Department of Economics. Candidates should have an interest in economic principles, preferably in the area of macroeconomics.

Salary in the range £3,174 to £6,447 per annum, or Lecturer A scale £3,174 to £4,446 per annum.

Further particulars may be obtained from the Registrar (R2/E) from whom applications should be received not later than 4th June, 1976.

EDINBURGH
THE UNIVERSITY

INSTITUTE OF EXTENSION DIVISION

Applications are invited for the post of

DIRECTOR OF EXTENSION STUDIES

This is a new post, established to meet the increasing demand for extension courses for part-time students. The Institute's aims, which commenced operations in October 1975, are to provide a wide range of Certificate, Diploma and Degree courses for part-time students. The post of Assistant Director of Extension Studies is also vacant.

Applicants should have academic qualifications and experience appropriate to the teaching experience in adult education. Administrative experience and some knowledge of academic qualifications are required. Applicants who have a strong academic subject may be at advantage. Some part-time teaching in the programme will be expected.

The initial salary for the post will be within the range £5,414 to £6,486 per annum (under review) plus £750 per annum London Allowance and F.S.S.U. superannuation scheme.

Further particulars may be obtained from the Registrar (R2/E) from whom applications (three copies) together with the names and addresses of two referees should be lodged not later than 4th June, 1976. Please quote reference T.I.E.S.

LEEDS
THE UNIVERSITY

SCHOOL OF HISTORY

Applications are invited for two lectureships in the School of History, tenable from October 1976, one in Medieval History and the other in Modern History. Applicants should have a first class honours degree and preferably a higher degree or equivalent qualification. Salary scale £3,174 to £6,447 per annum. Initial salary will be fixed according to qualifications and experience.

Further particulars may be obtained from the Registrar, The University, Leeds LS2 9JT, to whom applications should be sent by 4th June, 1976.

LEEDS
THE UNIVERSITY

DEPARTMENT OF ITALIAN

Applications are invited for the post of LECTURER in Italian from October 1976. Salary scale £3,174 to £6,447 per annum. Initial salary will be fixed according to qualifications and experience within the range of £3,174 to £4,446 per annum.

Applications (three copies) should be sent to the Registrar, The University, Leeds LS2 9JT, from whom further particulars may be obtained. Closing date for receipt of applications 4th June, 1976.

LEEDS
THE UNIVERSITY

DEPARTMENT OF PSYCHOLOGY

Applications are invited for the post of LECTURER in PSYCHOLOGY tenable from October 1976. Salary scale £3,174 to £6,447 per annum. Initial salary will be fixed according to qualifications and experience within the range £3,174 to £4,446 per annum.

Applications (three copies) should be sent to the Registrar, The University, Leeds LS2 9JT, from whom further particulars may be obtained. Closing date for receipt of applications 4th June, 1976.

LIVERPOOL
THE UNIVERSITY

INSTITUTE OF EXTENSION DIVISION

Applications are invited for the post of

DIRECTOR OF EXTENSION STUDIES

This is a new post, established to meet the increasing demand for extension courses for part-time students. The Institute's aims, which commenced operations in October 1975, are to provide a wide range of Certificate, Diploma and Degree courses for part-time students. The post of Assistant Director of Extension Studies is also vacant.

Applicants should have academic qualifications and experience appropriate to the teaching experience in adult education. Administrative experience and some knowledge of academic qualifications are required. Applicants who have a strong academic subject may be at advantage. Some part-time teaching in the programme will be expected.

The initial salary for the post will be within the range £5,414 to £6,486 per annum (under review) plus £750 per annum London Allowance and F.S.S.U. superannuation scheme.

Further particulars may be obtained from the Registrar (R2/E) from whom applications (three copies) together with the names and addresses of two referees should be lodged not later than 4th June, 1976. Please quote reference T.I.E.S.

LONDON
UNIVERSITY COLLEGE

SCHOOL OF ENVIRONMENTAL STUDIES

Applications are invited for the post of LECTURER in ARCHITECTURE from October 1976. Salary scale £3,174 to £6,447 per annum. The successful applicant will be expected to organise and teach courses in architectural design, primarily at undergraduate level, and to supervise postgraduate students. Experience of architectural practice essential. Applicants should have a specific interest in architecture which they wish to develop academically.

Further particulars may be obtained from the Registrar, University College, Gower Street, London WC1E 6BT, to whom applications (3 copies), to include a curriculum vitae, should be sent by 4th June, 1976. Please quote reference T.H.E.S.

LONDON
LONDON SCHOOL OF ECONOMICS
(University of London)

Applications are invited for appointment to one or more LECTURESHIPS in the DEPARTMENT OF ECONOMICS in the range £3,174 to £6,447 per annum according to qualifications and experience. Initial salary will be within the range £3,174 to £4,446 per annum.

Further particulars may be obtained from the Registrar, The University of London, Tyne New Zealand House, Haymarket, London SW1Y 4TU, with whom applications (three copies) together with the names and addresses of two referees should be lodged not later than 4th June, 1976. Please quote reference T.H.E.S.

LONDON
CENTRAL UNIVERSITY OF IOWA

LECTURERS in ART, including Social History are required for posts tenable during the academic year 1976-77. Please send curriculum vitae and the names of two referees to the Director, Iowa, London W1H 0JA.

HONG KONG
THE UNIVERSITY

LECTURESHIP IN ENGINEERING
(Re-advertisement)

Applications are invited for a post of Lecturer in Electrical Engineering. Preference will be given to applicants with a first degree and corporate membership of the Institution of Electrical Engineers. Applicants should have relevant industrial experience and a strong research interest in power engineering. Salary scale (1976/77) HK$48,900 to HK$77,100 and suitable contractual expatriate salary supplement. Gratuity at 15% of salary. Assistance with passages and housing. Initial salary will depend upon qualifications and experience.

Further particulars and application forms (returnable by 30 June) from Association of Commonwealth Universities (Appts.), 36 Gordon Square, London WC1H 0PF.

GUYANA
VACANCIES IN THE MINISTRY OF EDUCATION AND CULTURE

Vacancies for TEACHERS in the Ministry of Education, Department of Culture, Youth and Sport, Guyana, in Primary Education, Arts, Mathematics, Science, Physical Education and Office Management and Secretarial Studies. Applicants must have a degree or equivalent qualification and experience in their respective fields. Tour of duty is two years in the first instance.

Interested persons should write for full particulars and application forms to the Director of Recruitment, Guyana High Commission, Fulton House, 6 Fulton Place, London, W.6, when they will be asked to arrange for an interview to be held in the country

Fellowships and Studentships continued

BRISTOL
THE UNIVERSITY
DEPARTMENT OF ARCHITECTURE
S.R.C. STUDENTSHIP

Applications are invited from graduates of such disciplines as chemistry, chemical engineering, technology or physics for the above studentship to work in the field of design of ideas drawn from teaching and/or research, to design problems.

Applications, with curriculum vitae and names of two referees to Dr. Colin Ellis, Department of Architecture, 99 Great George Street, Bristol BS1 5RA, by June 7th.

MIDDLESEX
BRUNEL UNIVERSITY
DEPARTMENT OF MATHEMATICS
S.R.C. RESEARCH STUDENTSHIPS

Applications are invited for the following:

(1) A studentship in Numerical Analysis, either for research on further problems and applications including the solution of partial differential equations, of a new method for numerical inversion of Laplace transforms, or for research on the numerical solution of elliptic boundary value problems.

(2) A C.A.S.E. studentship in collaboration with the Shell and Allied Companies Research Association, for research in the mathematics of computer-aided geometric design.

Forms and further details may be obtained from the Secretary, Mathematics Department, Brunel University, Uxbridge, Middlesex.

SHEFFIELD
THE UNIVERSITY

Applications are invited from men and women who are graduates of any University for the tenure of a SOCIAL RESEARCH STUDENTSHIP tenable for two years from 1st October, 1976, in the FACULTIES OF ARTS, LAW or SOCIAL SCIENCES or the Department of Architecture with Town and Regional Planning (non-technical topics). Value £1,098 a year. Candidates graduating in 1976 will be considered.

Further particulars and application forms, returnable by 11 June, from the Registrar and Secretary, The University, Sheffield, S10 2TN. Quote Ref. R.554/CL.

TEESSIDE
POLYTECHNIC
DEPARTMENT OF HUMANITIES

RESEARCH ASSISTANT IN HISTORY

Applications are invited from recent graduates in history with first or upper second class honours for the above post, tenable for three years. The successful candidate will be registered for a higher degree of the CNAA.

Salary, under review £1,975 to £2,575 (£2,179 under review). Superannuation scheme operates. Application forms are available from Anthony Hall, Personnel Officer, Teesside Polytechnic, Borough Road, Middlesbrough, Cleveland TS1 3BA.

Applications should be made before the end of May, 1976.

TEESSIDE
TEESSIDE POLYTECHNIC

Department of Mathematics and Statistics invites applications for the following posts:

RESEARCH ASSISTANTSHIP IN ALGEBRA

This award is for a period of three years from September 1976. The successful applicant will register, in the first instance, for the C.N.A.A. degree of M.Phil with the opportunity to transfer at a later stage to the degree of D.Phil.

Research will be carried out under the direction of Dr. A. Oswald into the structure of the set of subgroups of a group acted upon by a semigroup and also various related topics.

The successful applicant will also be required to carry out a small amount of teaching and tutorial work.

Currently, the salary is at £2,975 p.a. rising to £3,179 p.a.

S.R.C. CASE STUDENTSHIP IN COOPERATION WITH G. A. HARVEY AND COMPANY (LONDON) LIMITED

First or upper second class honours graduates are invited to apply for the above studentship (ref. 1757), to pursue an M.Phil/Ph.D. investigation into fire spread characteristics of low density cellulosic materials. The project is based on the Company's premises at Woolwich, London, S.E.18, and will be supervised jointly by the Company and the Polytechnic.

Applications, giving full details of age, qualifications and experience, should be sent to the Secretary, Teesside Polytechnic, Borough Road, Middlesbrough, Teesside TS1 3BA.

YORK
THE UNIVERSITY
CENTRE FOR SOUTHERN HISTORICAL STUDIES

RESEARCH FELLOWSHIP

RESEARCH FELLOW is sought to assist in a research project in the Centre's documentation unit. It is now in its second year of operation. It is for one year, beginning on 1 October 1976 or by agreement, on the scale £3,766 to £4,979, depending on age and qualifications with the possibility of superannuation, together with the curriculum vitae covering the names of three referees, should be sent by 7 June, 1976 to the Registrar, University of York, Heslington, York, YO1 5DD, from whom further particulars may be obtained, quoting quote reference number 576/CSH.

PAISLEY
PAISLEY COLLEGE OF TECHNOLOGY
DEPARTMENT OF PHYSICS
S.R.C. CASE SCHOLARSHIP

An award for higher degree registration is available for a project examining the emission of light from glass scintillators, under charged particle and neutron excitation, for use in or to be carried out in conjunction with a number of other University Departments.

Applications should be addressed to the Project Supervisor: Dr. A. H. Walenta, Physics Department, Paisley College, High Street, Paisley PA1 2BE.

Polytechnics

CITY OF BIRMINGHAM
POLYTECHNIC
BIRMINGHAM SCHOOL OF MUSIC

SENIOR LECTURER, PIANO (½ full-time)

Applications are invited from experienced Performers/Teachers.

Salary scale £5,031 to £5,958 (bar) £6,427 plus £318 supplement (pro-rata for part of full-time).

Further details and application forms (to be returned by June 11, 1976) from The Personnel Officer, City of Birmingham Polytechnic, Room B.310 (T1158), Perry Bar, Birmingham B42 2SU.

LIVERPOOL
LIVERPOOL POLYTECHNIC
DEPARTMENT OF MARITIME STUDIES

RESEARCH ASSISTANT

Applications are invited from good second-class honours graduates in economics or nautical studies with shipping economics, for the above post.

The research is in the field of port pricing policy. The appointment is for two years and the appointee will be expected to register for a higher degree.

Further information may be obtained from J. A. Holt, Tel. 051-207 3581, ext. 2345.

Salary scale: £3,127 to £3,629.

DEPARTMENT OF TOWN AND COUNTRY PLANNING
CELTIC SEA OIL RESEARCH UNIT

RESEARCH ASSISTANT

Required to join a research unit investigating the economic, social and physical planning implications of the development of Celtic Sea oil and gas.

The person appointed should have a knowledge of the techniques that can be used to evaluate the consequences of natural resource exploitation.

The successful candidate will be required to register for a higher degree. The appointment is initially for a period of two years with the possibility of a third year.

Salary £3,127 to £3,629.

For further information telephone Peter Roberts or Peter Shaw, 051-709 6871, ext. 39.

Application forms available from Staff Officer, Liverpool Polytechnic, Redmond House, Rumford Place, Liverpool L3 9BH.

Closing date, 28th May, 1976.

Please quote reference THES with all applications.

LONDON
CITY OF LONDON POLYTECHNIC
SCHOOL OF BUSINESS STUDIES
POLITICS AND SOCIOLOGY UNIT

LECTURER 2 IN POLITICS AND HISTORY

Applications are invited for a LECTURESHIP Grade 2 in Politics and History. Successful candidates will have responsibility for assisting in the teaching of degree courses in French and European History and Government. He or she will also be required to contribute to other courses of which British History will be one.

The post is tenable from September 1, 1976.

Salary scale in accordance with the Burnham Report is as follows:—

Lecturer Grade 2 £3,591 to £5,826 plus London allowance £636.

Further details and application forms may be obtained from the Assistant Secretary, City of London Polytechnic, Commodities House, Commercial Road, London E1 2DA.

MANCHESTER
POLYTECHNIC
Department of Social Science

LECTURER II in SOCIOLOGY

Applications are invited for Lectureships in Sociology within the Faculty of Social Studies from September 1, 1976 or as soon thereafter as possible. Candidates will be expected to have a Ph.D. or be actively proceeding with research towards one.

Preference will be given to candidates with teaching experience in the following areas: comparative sociology, developing societies, sociology and social policy, educational sociology. Applications from candidates will be welcomed in other areas of sociology. Teaching in the Department is concerned with the training of professionals and with teaching on the C.N.A.A. degree in Sociology and on other C.N.A.A. degree and diploma courses.

Salary scale £3,591 to £5,826.

For further particulars and application form (returnable by May 31, 1976) please send a self-addressed envelope marked "Lecturer" to the Secretary, Manchester Polytechnic, Lower Ormond Street, Manchester M15 6BX.

Polytechnics continued

Ulster College Northern Ireland Polytechnic

Applications are invited for the full-time post of

DEAN

of the Faculty of Education

Salary £9,780

The Faculty of Education offers a diverse programme of courses, both full-time and part-time, initial and in-service, including CNAA honours degrees. Innovation is actively encouraged. Research is given high priority, with major projects on assessment of practical teaching and curriculum development. A Regional Teachers' Centre is to be based within the Polytechnic.

The Polytechnic is creating a limited number of PROFESSORSHIPS in which academic leadership—including teaching, course development and research—will be emphasized. The successful applicant for this post of Dean will be eligible to apply.

The Polytechnic occupies a semi-rural position on a 114-acre campus overlooking the sea at Jordanstown, a pleasant and quiet residential area. There is a scheme of assistance with removal expenses.

Further particulars and application forms, which must be returned by May 28, may be obtained by telephoning Whiteabbey (0231) 65131, ext 2243, or by writing to:

The Establishment Officer, Ulster College, The Northern Ireland Polytechnic, Newtownabbey, Co. Antrim, BT 37 0QB:

ABERDEEN
ROBERT GORDON'S INSTITUTE OF TECHNOLOGY

SCOTT SUTHERLAND SCHOOL OF ARCHITECTURE
BUILDING ECONOMICS SECTION

Lecturer

in Quantity Surveying for BSc (CNAA) Course and Diploma Course giving exemption from Quantity Surveying professional examinations.

Applicants should be professionally qualified and experienced and have a progressive approach. Further study, research and consultancy are encouraged.

Salary in range £3,628-£6,807 per annum. Assistance with removal expenses.

Details from Chief Administrative Officer, Robert Gordon's Institute of Technology, Schoolhill, Aberdeen AB9 1FR.

The Polytechnic of Wales Politechnig Cymru

Director: Dr. D. W. F. James, B.Sc.

Applications are invited for the post of

Director of the Welsh Regional Centre for Management Education

Salary Scale: £8,849 - £9,725

Head of Department Grade VI plus allowance.

Further particulars and an application form returnable by 7th June 1976 can be obtained from the Personnel Officer, The Polytechnic of Wales, Pontypridd, Mid. Glam.

Ulster College Northern Ireland Polytechnic

FACULTY OF SOCIAL AND HEALTH SCIENCES

PRINCIPAL LECTURER SOCIOLOGY

To co-ordinate and develop the teaching of sociology in a wide range of degree and diploma courses. Applicants should have graduate qualifications in Sociology and be experienced teachers of the subject.

FACULTY OF TECHNOLOGY

LECTURER II BUILDING TECHNOLOGY

Applicants should have a sound knowledge and understanding of the principles, factors and requirements which influence the design and construction of buildings, and be either graduates professionally qualified.

SALARY SCALES:

Principal Lecturer—£5,940-£6,642/£7,578 (2 points) each scale point.

Lecturer II—£3,279-£5,493+£312 one each scale point.

There is a scheme of assistance with removal expenses.

Further particulars and application forms, which must be returned by May 28, may be obtained by telephoning Whiteabbey 65131, ext. 2243, or writing to:

The Establishment Officer, Ulster College, The Northern Ireland Polytechnic, Newtownabbey, Co. Antrim, BT37 0QB.

MANCHESTER
MANCHESTER POLYTECHNIC
DEPARTMENT OF BUSINESS STUDIES

LECTURER II is required to teach BUSINESS and BUSINESS ORGANISATION and related subjects to professional and diploma students with the possibility of some teaching at degree and higher level.

Salary scale: £5,691 to £6,807.

For further particulars and application form, returnable by 24th May, 1976, please send a self-addressed envelope marked "M" to the Secretary, Manchester Polytechnic, Lower Ormond Street, Manchester M15 6BH.

SUSSEX
BRIGHTON POLYTECHNIC
FACULTY OF EDUCATION
STUDIES

Applications are invited for a number of LECTURER grade posts (temporary for one year) to teach in the History of Education and related subjects in teacher education courses.

Applicants should have a good academic background with a minimum of a 2nd class honours degree, experience in primary and/or secondary education, a flair for communicating with students and a willingness to undertake publications, distributive, language and reading numeracy.

Further particulars and application forms obtainable from the Personnel Officer, Brighton Polytechnic, Lewes Road, Brighton BN2 4AT.

TEESSIDE
TEESSIDE POLYTECHNIC
DEPARTMENT OF MANAGEMENT STUDIES

RESEARCH ASSISTANT

A GRADUATE in Mathematics with qualifications in Statistics, is required to undertake research into graduate unemployment. The post is for two years from 1st September or 1st October 1976.

Salary: £3,591 at the age of 21 or over. Applicants may be expected to possess a higher degree.

Application forms available from the Staff Officer, Teesside Polytechnic, Borough Road, Middlesbrough, Cleveland TS1 3BA.

TEESSIDE
TEESSIDE POLYTECHNIC
DEPARTMENT OF MANAGEMENT STUDIES

Applications are invited for a RESEARCH ASSISTANTSHIP in MICRO-ECONOMICS tenable for three years from 1st October, 1976. An honours degree in Economics is required and the successful candidate will be expected to register for a higher degree.

An on-going investigation into the effects of the introduction of mini-bus services in Cleveland is being undertaken and the successful candidate will participate in this research.

Salary scale £3,591 to £4,493 (under review).

Further details and application forms are obtainable from the Staff Officer, Teesside Polytechnic, Borough Road, Middlesbrough, Cleveland TS1 3BA.

Property for sale

PUTNEY. Modern, detached house, built & bedrooms, full central heating, 2 bathrooms, 2 mins. station, close shops, open aspect, garage, garden. £27,500. Tel. 01-788 2075.

Administration

Principal
Knuston Hall Residential Adult College

Applications are invited from experienced adult educators for the post of Principal of Knuston Hall Residential College of Adult Education, near Irchester, Wellingborough, Northamptonshire. Previous residential experience would be an advantage. The salary is commensurate with the Sculbury Scale equivalent to Head Teacher Grade (£8,856-£9,207).

The post is residential (flat available) and the successful applicant will act as both academic and administrative head of the institution.

Further details and application forms may be obtained by telephoning Northampton (0604) 34833, Ext. 526, or writing to the Personnel Officer, Northamptonshire County Council, George Row, Northampton, to whom completed forms should be returned not later than 24 May 1976.

Northamptonshire Education Department

Administration continued

JOINT MATRICULATION BOARD
(Universities of Manchester, Liverpool, Leeds and Sheffield and Birmingham)

ADMINISTRATIVE ASSISTANT (salary scale £2,766-£4,194)
ASSISTANT SECRETARY (salary scale £3,990-£6,030)

The Board proposes to make an appointment at one of the above levels.

The appointment will be made at a grade in accordance with the qualifications and experience of the person concerned. It will carry FSSU or USS benefits as appropriate.

Further details together with an application form may be obtained from the Secretary, Joint Matriculation Board, Manchester M15 6EU. Envelopes should be marked "Administrative Staff (C)". The last date for receiving completed application forms will be 1 June, 1976.

R. CHRISTOPHER, Secretary to the Board.

LEEDS
THE UNIVERSITY

UNIVERSITY REGISTRY
Applications are invited from graduates, male or female, for the post of ADMINISTRATIVE ASSISTANT. Previous administrative experience would be an advantage but is not essential.

Salary on the Administrative Grade 1A scale (£2,766 - £5,418) according to age, qualifications and experience.

Further particulars may be obtained from the Registrary, The University, Leeds LS2 9JT, quoting reference number 172/A. Applications (two copies) should be returned to the Registrar before 27th May, 1976.

Holidays and Accommodation

TO LET, N.Y.O., 3-bed well-furnished apartment; snapshot 10th C. area; skyline view; very near subway, supermarket, tennis. Wall Street, easy access major universities; avail. July. Write Brandow, School Lane, Market Harborough, Leics. Tel. 3702 p.m. incl.

Colleges of Further Education

Ealing
EDUCATION SERVICE

RE-ADVERTISEMENT

COLLEGE OF HIGHER EDUCATION

DIRECTOR—DESIGNATE

Salary: £12,009

(inclusive of London Weighting)

Applications are invited for the post of Director Designate of a new establishment of higher education (Group 5) to be formed by the re-organisation of Ealing Technical College and Thomas Huxley College of Education. It is anticipated that the new college will come into being in September 1977, and the Authority intends to fill the post at the earliest opportunity so that the person appointed can play a full part in the planning process.

Further particulars are available from the Chief Education Officer, London Borough of Ealing, Hadley House, 79-81 Uxbridge Road, London W5 5FU, to whom letters of application should be sent so as not to arrive later than 1st June 1976.

Ipswich Civic College

SCHOOL OF SOCIAL WORK, NURSING & EDUCATION

PRINCIPAL LECTURER IN SOCIAL WORK

Graduate social worker required to lead social work team within a flourishing department.

Initial salary within the scale £5,940-£6,642.

Further details and application forms from the Principal, Ipswich Civic College, Rope Walk, Ipswich IP4 1LT, to whom application forms should be returned within 10 days of this advertisement. Stamped and addressed envelope required. Please quote Post No. 2/10.

LEICESTERSHIRE
LOUGHBOROUGH COLLEGE OF ART AND DESIGN

LECTURER, Grade I or II in PRINTED TEXTILE DESIGN. The post involves supervising and setting design ideas and themes in an opportunity to help promote a vigorous course in the aspects of printed textiles, with emphasis on fashion.

Salary, minimum P.H. Scale, £3,591 (age 21 or over). Application (six forms) by 28th May, should be sent to the Principal, Loughborough College, Ashby Road, Loughborough, Leicestershire, as soon as possible. Further details may be obtained from the Registrar.

Appointments Wanted

SECRETARIAL ASSISTANT/TRANSLATOR
French graduate, fluent German with good secretarial experience, German-Swedish translating ability, 2½ yrs preparation of material for print, seeks post outside London. Will South-East with accommodation. Apply in first instance, preferably in field requiring knowledge of German. Box 1,992, Times Higher Education Supplement, 2 Carlton Gardens, London SW1Y 5AA.

PR. Considerable social ability, experience reception, society visitors, arrangement social functions, programmes, itineraries, etc.

To start end May/June or September/October.

Box 1,991, The Times, 200 Gray's Inn Road, WC1X 8EZ.

Colleges of Education

TWICKENHAM

ST. MARY'S COLLEGE
Strawberry Hill, Twickenham

LECTURER III in HISTORY required from 1st September 1976 to teach Non-Metrical engineering subjects to H.N.C. level, and some Mathematics and Engineering Science at other levels. Candidates should have at least an H.N.C. in Engineering with a degree in Engineering. Industrial experience is essential, and some teaching or teacher training desirable.

Salary £3,279 to £5,493 (under review). Superannuation scheme. Application forms and further particulars may be obtained from the Secretary, St. Mary's College, Strawberry Hill, Twickenham, Middx. TW1 4SX, should be accompanied by copies of two testimonials and the names and addresses of two referees by May 24, 1976.

Colleges and Institutes of Technology

CAMBRIDGESHIRE

CAMBRIDGESHIRE COLLEGE OF ARTS AND TECHNOLOGY
MECHANICAL ENGINEERING

Required from 1st September 1976 to teach Mechanical engineering subjects to H.N.C. level, and some Mathematics and Engineering Science at other levels. Candidates should have at least an H.N.C. in Engineering with a degree in Engineering. Industrial experience is essential, and some teaching or teacher training desirable.

Salary £3,279 to £5,493 (under review). Superannuation scheme. Application forms and further particulars may be obtained from the Secretary, Cambridgeshire College of Arts and Technology, Ditton Walk, Cambridge CB5 8QD, by Monday, 24th May 1976.

General Vacancies

The Director of Middlesex Polytechnic requires a

Personal Assistant

(AP5: £4,086 - £4,356 pa)

to take up post in July 1976 at the Trent Park, Cockfosters site of the Polytechnic.

Minimum requirements for the post are

- first class secretarial qualifications
- five years' personal secretary experience at senior management level
- experience at report writing, collating statistics, dealing independently with correspondence
- a sound working knowledge of the tertiary education system.

For further information and an application form please write first class to: Appointments Officer, Middlesex Polytechnic (Ref. A195C), Queensway, Enfield EN3 4SF, or telephone 01-805 0891. Closing date May 24.

Middlesex Polytechnic

EDINBURGH
DEPARTMENT OF THE ENVIRONMENT AND SOCIETY OF ANTIQUARIES OF SCOTLAND

URBAN ARCHAEOLOGISTS (2)

The Society of Antiquaries of Scotland, in conjunction with the Department of the Environment, proposes to appoint two urban archaeologists, who will work in Aberdeen and nearby towns. This project will operate for a three-year period and those appointed will be under the joint direction of the Department and the Society. Applicants should have a degree or diploma and/or appropriate experience. Driving licence essential.

Salary: Senior post £4,290 to £5,490; Junior post £2,150 to £3,090. Level of appointment and starting salary according to qualifications and experience.

Further particulars may be obtained from: The Secretary, Society of Antiquaries of Scotland, National Museum of Antiquities, Queen Street, Edinburgh, EH2 1JD, and applications, giving details of qualifications, experience, age, present employment and the names of two referees, should be sent to him, closing date May 31th, 1976.

LONDON
THE NATIONAL HOSPITALS COLLEGE OF SPEECH SCIENCES
59 Portland Place, London, W.1

LECTURER IN PSYCHOLOGY

Applications are invited from LECTURERS in CLINICAL EDUCATIONAL PSYCHOLOGISTS with lecturing experience for the above post.

The successful candidate will prepare students for the present three year Diploma of the College of Speech Therapists; coordinate the work of visiting lecturers in Psychology and aid in selection procedures and be expected to take an interest in the clinical aspects of the course. Research will be encouraged and there will be opportunities for post-graduate teaching.

Salary scale: £5,061 to £6,321 per annum, including London Weighting Allowance.

For application form, please contact the Personnel Officer, The National Hospital, Queen Square, London WC1N 3BG and, for further details, telephone the college on 01-636 4380.

Closing date for this post is June 25th, 1976.

Overseas

TEACHING STAFF

SAUDI ARABIA

King Abdulaziz University, Jeddah, has vacancies for Professors, Associate Professors & Assistant Prof. (male & female) in the following subjects:

- Geology
- Physics
- Mathematics
- Chemistry
- Biology
- Geography
- Arabic Language
- Business Adm.
- General Adm.
- Library Sciences
- English Language
- Economics
- Sociology
- Psychology
- Oceanography
- Engineering (all specializations)
- Accounting
- Education
- Islamic Sharia

Applications to be addressed to King Abdulaziz University — P.O. Box 1540 — Jeddah, Saudi Arabia.

N.B. All subjects are taught in Arabic except Engineering.

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The Polytechnic of Central London

On Behalf of the Foundation of Technical Institutes – Baghdad

OVERSEAS CONTRACT APPOINTMENTS IN IRAQ

Institute of Medical Technology – Baghdad

MEDICAL

Lecturers
required in Haematology, Clinical Biochemistry, Medical Technology.

Demonstrator/Technicians
required in Histology, Haematology, Clinical Biochemistry, Medical Technology.

DENTAL

Demonstrator/Technicians
required in Complete Denture, Partial Denture (Metal work), Crown and Bridge (Ceramic work).

Institute of Technology – Baghdad

ENGINEERING

Demonstrator/Technicians
required in Maintenance and Repair of Electronic Equipment, Electrical Machines, Automobiles, Mechanical Fitting, Welding.

Lecturer £3276 – £7644
A postgraduate qualification preferred with 2-3 years experience.

Demonstrator/Technicians £2402 – £5460
A diploma qualification required with 3-5 years experience. Some teaching is involved.

The posts are initially on a 1-year contract (renewable) and include the usual overseas benefits. Details and application form from The Establishment Officer, The Polytechnic of Central London, 309 Regent Street, London W1R 8AL. 01-580 2020 Ext 212. Closing date 4 June 1976.

STATE COLLEGE OF VICTORIA AT HAWTHORN
formerly Technical Teachers' College

VICE PRINCIPAL

(Academic)

THE COLLEGE: This is the only College in Australia fully engaged in preparing Teachers for service in Technical Schools, Technical Colleges and Colleges of Advanced Education. It caters for more than 1,000 mature students of average age 32 years.

THE POSITION: The position is expected to be vacant from the 5th August, 1976, due to retirement. It is primarily a managerial one. The Vice Principal (Academic) will be concerned, along with the Principal and Vice Principal (Administration) with the overall planning and management of the College's affairs.

Depending on the interests, qualifications and experience of the successful applicant, other duties may include:

(a) educational leadership;
(b) co-ordinating college work including teaching practice;
(c) long range planning and professional development of the staff.

In addition, the appointee should be prepared to lecture and conduct discussions in at least one subject of the curriculum.

THE PERSON: Applicants should have the qualifications and the personal qualities and standing needed for a highly responsible position in the top management team of an educational institution.

The appointee will already have made a significant contribution in his chosen field and will have the qualities that make for success in leading a talented and dedicated group of professional people.

The successful applicant may not be currently concerned with educational matters but will be able to point to evidence of leadership in some field of education or related area.

It is highly desirable that the appointee should have had successful experience in the training of instructors and/or teachers.

CONDITIONS: Salary A$26,856 per annum. Superannuation is available. A five year appointment is envisaged, renewable in open competition.

FURTHER ENQUIRIES: Full details concerning conditions of employment, duties of the position and information about the College may be obtained from the Principal's Secretary, State College of Victoria at Hawthorn, 442 Auburn Road, Hawthorn, Vic. 3122. Australia.

Applications giving personal details, qualifications, present position, experience, date when available, with the names and addresses of 3 referees, and a recent photograph should reach the Chairman of the College Council, the Hon. Mr. Justice K. J. Jenkinson, Supreme Court of Victoria, Judges' Chambers, Law Courts, William Street, Melbourne, 3000, Vic., Australia by the 31st May, 1976.

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